

DEPARTMENT

MANUAL

OF THE

SCHOOL LAW AND REGULATIONS

OF THE

PROVINCE OF QUEBEC,

TOGETHER WITH AN OUTLINE OF SCHOOL ORGANIZATION,

FOR THE USE OF

CANDIDATES FOR TEACHERS' DIPLOMAS

UNDER THE REGULATIONS OF THE PROTESTANT COMMITTEE.

PREPARED BY

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PREFACE.

According to the Regulations of the Protestant Committee, candidates for teachers' diplomas are required to pass an examination in the school law and regulations of the Province. As the school law contains details that are of no special interest to teachers, this Manual has been prepared, giving all the important features of the school law, and omitting all unnecessary details.

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Although the Manual has been drawn up with special reference to the requirements of candidates for teachers' diplomas, it will be found interesting to anyone who desires information concerning the general principles of the school law.

The Manual consists of four parts: An epitome of the educational history of the Province—A Resumé of the Law of Public Instruction—The Regulations of the Protestant Committee of the Council of Public Instruction and A chapter on School Organization.

Candidates for teachers' diplomas under the Regulations of the Protestant Committee are required (1), to have a general knowledge of the provisions of the school law and regulations (2), to understand clearly the duties of school commissioners, teachers and pupils as laid down in Section III., Articles 60-70, and Sections V., VI. and VII. of the Regulations and (3), to have a clear understanding of the subject of School Organization.

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HISTORICAL INTRODUCTION.

The school law of the Province of Quebec is the result of many years' growth. In order to study it to advantage it is necessary to know something of its past history, something of the various changes and stages by which the present position has been reached. A complete history of our school law would involve a history of education in the Province. Nothing of this kind can be undertaken in this outline. A mere outline of the more important facts connected with the rise and progress of our educational system is all that can be attempted. It is believed, however, that such a sketch will be a valuable preparation for the intelligent study of the school law.

Division into Periods.

Our educational history breaks itself up into the same great periods into which the general history of the Province is usually divided. We shall, therefore, divide our educational outline into four parts, as follows: I. The French Régime; II. From the Conquest to the Union; III. From the Union to Confederation; IV. From Confederation to the present time.

I.

EDUCATION UNDER THE FRENCH REGIME, 1615-1760.

This is a very interesting period of the educational history of the Province, but it gives us very little that bears directly upon the present educational system. During that period there was no public system of schools, and no regular grants were made by the government for the purposes of education. And yet very important educational work was done during

this period, and work of a most interesting character. This work was carried on chiefly by members of religious orders, who had come out to New France to carry on missionary work among the native tribes of Indians. The five principal orders which established themselves in this country, and carried on the work of education under the French régime, were the Recollets, the Jesuits, the Ursuline Nuns, the Ladies of the Congregation, and the Sulpicians. The first of these, the Recollets, came out in the year 1615, and the last in 1657. The first three orders made Quebec their headquarters, and the last two selected Montreal. Each order gradually established branch houses as the settlements extended, and their means and numbers permitted. The Ursuline Nuns and the Ladies of the Congregation devoted themselves to the education of girls, and the other orders provided education for boys. Thus was established the system of separate education of the sexes, which forms so prominent a feature of the Roman Catholic schools of the Province at present. In aid of their work these orders received, from time to time, grants of land from the French kings, and also benefactions from private individuals who were interested in the work of religious education which these orders were carrying on in New France. The Recollets, who were the first teaching order to come out to New France, established themselves on the banks of a little river that flows into the St. Lawrence at Quebec, and which they named St. Charles, after their benefactor. They soon formed branch houses at Three Rivers and Tadousac, and devoted themselves to the education of such Indian children as they were able to persuade to accept their instruction. Finding that they were not strong enough to carry on all the educational work in New France, they induced some members of the Jesuit order to join them, and for a time the one establishment at Quebec served for both orders. In consequence of the capture of Quebec in 1629 by the English, both orders were obliged to withdraw from the country. The Recollets did not return until 1670, but the Jesuits returned in 1632, immediately after the restoration of the country to the French, and established a school

in Quebec, which, under the name of the Jesuit College, continued to be the leading institution of superior education in the Province during the French régime. In connection with this institution may be mentioned the Petit Séminaire de Québec, founded in 1668 by Bishop Laval, for the higher education of boys. This institution served for many years as a preparatory school for the Jesuit College, and at the time of the conquest over one hundred boarders were in attendance. This Petit Séminaire, or Classical College, along with the Grand Séminaire, or Divinity College, now form Laval University. In 1639 the Ursuline Nuns and Madame de la Peltrie established the Ursuline Convent at Québec, with Marie de l'Incarnation as first Superior. This was the first girls' school in Canada, and from its foundation down to the present time it has taken a most important part in the higher education of the women of the Province. A branch was established at Three Rivers, which has played an important part in the history of that city. In 1836, when the first effort was made to provide Normal Schools for the Province, the Ursuline institutions at Québec and Three Rivers were requested to arrange for classes for the training of teachers in connection with their institutions, and in 1857, when the three existing Normal Schools were first established, the girls' department of the Laval Normal School was placed under the direction of the ladies of the Ursuline Convent at Québec, and this arrangement is still in force.

In 1653 the Congregation of Notre Dame was founded in Montreal, for the education of girls, by Marguerite Bourgeois, who came out from France for the purpose. These ladies, like the Ursulines of Québec, began their work chiefly with Indian girls. Their work extended so rapidly that they were unable to meet it, and they were obliged in 1688 to organize a class in the art of teaching, in order to prepare teachers to go out and carry on the work of teaching. This may be called the first Normal School work done in the Province. Their work extended so rapidly that at the date of the conquest they had ten branch establishments in the more important centres of the province, all devoted to the education of girls. At the present time hundreds of young women

are being educated in their numerous educational establishments, some of which, such as Villa-Maria, Montreal, and Bellevue, Quebec, take a high position among institutions for the higher education of women.

In 1657 the Sulpicians came out to Canada, and established an institution in Montreal for the education of boys. The Seminary of St. Sulpice was founded, and afterwards became the rallying point for educational work in and around Montreal. The Seminary of St. Sulpice received, soon after its foundation, the island of Montreal as an endowment, the revenues from which make the Seminary of St. Sulpice one of the wealthiest corporations on this continent.

In 1670 the Recollets returned to the country, and resumed their educational work at Quebec and Three Rivers.

In addition to the educational work carried on directly by the members of these several orders of missionary teachers, the establishment of schools under lay teachers was encouraged. These schools were assisted both by private benefactions from those interested in this work, and also by the religious orders themselves. Several instances might be cited in which noble laymen consecrated both time and large fortunes to the support of these early educational efforts. By these various means the educational work of the country was carried on during the French régime. Although this educational work had many defects, and although there was no regular educational system in the Province, the religious orders and lay teachers worked faithfully during this period to make the educational record of the struggling colony of New France a creditable one.

II.

FROM THE CONQUEST TO THE UNION, 1760-1841.

The educational history of this period presents many interesting features. We shall trace, first, the history of the educational work that was being carried on by the religious teaching orders at the time of the conquest; secondly, the special and independent schools that were established;

and thirdly, the efforts that were made to obtain a system of education for the Province that would be acceptable to the Roman Catholic population and also to the Protestant ruling minority of the Province.

For the first few years after the conquest all the religious teaching orders of the Province naturally experienced some difficulty in continuing their educational work under the new régime. But the work of the Recollets and of the Jesuits was seriously impaired by the change. Their estates, upon the revenues of which they depended for carrying on their educational work, were confiscated to the Crown, and no new members were allowed to join their orders. Under these difficulties, and with their diminished forces, the religious orders were compelled to confine their operations within narrower limits.

In 1768 the classical course of the Jesuit College of Quebec was discontinued, and the students were transferred to the Quebec Seminary. The elementary course was carried on in the college until 1776, when it was occupied by the British troops. The last of the Jesuits in Canada, R. P. Jean Joseph Cazot, died the 16th March, 1800, and the Crown then took possession of the estates.

The Recollets continued their work with diminishing success until 1796, when their establishment at Quebec was destroyed by fire. Individual members of the order carried on the work of teaching in isolated schools until 1840.

The College of Quebec continued to provide classical training for an ever-increasing number of French students. In Montreal the Seminary of St. Sulpice continued its noble work, maintaining not only the Montreal College for superior education, but also excellent elementary schools in and about the city of Montreal. The Ursuline Nuns at Quebec, and the Ladies of the Congregation in Montreal, continued to carry on and extend their educational facilities for the education of girls.

In 1837 the Christian Brothers came out to Canada, and began a work as teachers of elementary schools, which has since developed into one of the most important features of Roman Catholic elementary education in the Province.

In addition to the educational work carried on by religious orders, a large number of other schools was established, to meet the requirements of the increasing population of the Province, in the absence of any public system of education. Of these we may mention : (1) Schools established in connection with the different congregations and churches of the Province ; (2) Schools maintained by educational societies formed for the purpose ; (3) Superior schools established in the country districts, under a Committee, or Board of Management, elected by residents interested in the school ; (4) Special superior schools ; and (5) Private schools.

1. Of the schools established in connection with congregations and churches those of the Roman Catholic parishes were naturally the most numerous. As early as 1789 the Roman Catholic Bishop of Quebec reported that schools, under the direction of the Curé, were regularly kept in the larger villages, and these schools continued to increase in number, until formal provision was made for their support in 1824. Schools were also established in connection with the Protestant churches of Quebec and Montreal.

2. Of the societies formed for the promotion of education, the Quebec Education Society, under the able presidency of Joseph F. Perrault, carried on an important work for many years in and around the city of Quebec. A British and Canadian School Society, formed upon the plan of the English Society, maintained important schools for many years in Montreal, and a similar society supported a school in Quebec. These schools, which are now under the control of the School Commissioners, are still in operation. In Quebec and Montreal important schools were also maintained by the National and Free School Society.

3. Of the Superior Schools established in rural sections under Boards of Management appointed by residents interested in providing a good education for their children, the Academies, chiefly Protestant, established in the rural sections of the Province, were the most important. During the closing years of last century settlers from the New England States established themselves in the present Eastern Townships. They brought with them from their New England homes

strong convictions of the importance of education. During the first year of their life in Canada the children of near neighbors were gathered in one of the dwelling houses, and taught by one of the older and better instructed of their sons or daughters. And during the first decade of this century log school houses were erected in many of the townships by the voluntary efforts of the early settlers, in which their children were regularly taught. The cost of erecting these school houses, and maintaining these schools, had to be defrayed by the settlers themselves. Not satisfied with providing elementary schools for their children, the residents of the more thickly settled centres of the townships endeavored, at an early date, to provide more advanced instruction, by establishing "*Academies*," or Superior Schools.

The persons interested contributed to the erection of a suitable building, and elected a board of trustees, to which was entrusted the management of the school. In the earlier years the teacher had to depend mainly upon the tuition fees for his salary. This was sometimes supplemented by subscriptions, and other special provisions, and when grants were given by the Legislature and by the Royal Institution, these institutions were recognized. Some of these institutions, such as Hatley and Stanstead Academies, have continued their important work down to the present time.

4. It was natural that the want of institutions for superior education should be felt first by the English, who settled in Quebec and Montreal immediately after the conquest. At first some of the English boys attended the Seminary at Quebec, and others were sent to the New England Colleges for their education. The attention of the Government was early drawn to this unsatisfactory state of things, and in 1799 Bishop Mountain, of Quebec, strongly urged upon the Lieutenant-Governor, Sir R. S. Milnes, the importance of establishing institutions of superior education, in which the young men of the Province could be educated. As the result of these representations, it was decided in 1803 to establish two such institutions, one in Quebec and one in Montreal. Owing to difficulties in the Province and in Europe, these institutions were not put into operation until

1816. In that year three Royal grammar schools were established, one in each of the cities of Quebec, Montreal, and Kingston. The Rev. R. Burrage was appointed Master of the Quebec School, and Dr. Skakel Master of the Montreal School, each at a salary of £200 sterling, with an extra allowance for rent, &c.

These Royal Grammar Schools continued their important work until 1846, when they were united to the High Schools of Quebec and Montreal (which had been established a few years before). The two High Schools are among the most important Protestant institutions of superior education of the Province at the present time.

In the early part of this century the Roman Catholics endeavored to provide, for the more important section of the Province, the advantages of a superior education which up to that time could only be obtained at Quebec and Montreal.

From 1803 to 1832 six classical colleges were founded, namely, at Nicolet, St. Hyacinthe, St. Thérèse, Chambly, St. Anne, and l'Assomption. These, with the two similar institutions in Quebec and Montreal, made ample provision for superior education in the French sections of the Province.

5 As the schools in these early times were maintained almost entirely by tuition fees, private schools, conducted by popular teachers, were very numerous in the cities and towns. Among the very early teachers of French schools I may mention *Louis Genereux Labadie*. He taught the only French Academy of the Province at Berthier, from 1780 to 1794. He afterwards continued his work at Verchères, where he died in 1824. During his time he was the recipient of many favors from the Governors of the Province, and from other prominent men of the time. Of the English teachers at the beginning of the century Mr. Tanswell, the Rev. Mr. Jackson, the Rev. Mr. Sprat, Mr. Farnham, the Rev. Daniel Wilkie, and the Rev. Mr. Burrage, occupied prominent positions in the City of Quebec, and Mr. Hutchings and Dr. Skakel in the City of Montreal.

We now come to the consideration of the efforts that were made by the Government and the people to establish a

system of public schools suitable to the peculiar circumstances of the Province.

During the troublous times that preceded the Rebellion of 1837, the questions of language and religion occupied the most important position in the discussions that took place. As these two questions had to be satisfactorily settled in preparing a system of public education that would be generally acceptable, it was found exceedingly difficult to arrange a system of elementary schools that would command the support of the people generally.

If the schools were left in the hands of the people they would be conducted in the interests, and according to the views, of the French Roman Catholic majority. If they were controlled by the Government they would naturally be conducted in the language and according to the views of the English ruling minority. The first quarter of this century saw many earnest efforts made to provide a satisfactory system of elementary schools for the Province, but without success.

In 1787 an Educational Committee was appointed by the Government to inquire into the state of education. Upon the report of this Committee, an Act was passed in 1801, providing for the appointment of a permanent committee on education, under the name of *The Royal Institution*. This Committee was empowered to establish and manage one free school in each parish or township. The masters were appointed and paid by the Governor. As the members of the Royal Institution were largely English and Protestant, Mgr. Hubert, the Roman Catholic Bishop of Quebec, at the time, declined to act as a member of the Board, and instructed his clergy not to encourage the establishment of schools of the Royal Institution in their parishes. In consequence of this opposition, the Royal Institution made little progress in establishing schools in the French parishes. In the English sections of the Province these schools were more successful but they passed under the control of the common school system as soon as it was established, and now the work of the Royal Institution is confined to the management of McGill University.

The next important step in educational matters was taken in 1824. But during the previous ten years the Legislative Assembly had made an attempt, almost every year, to provide a system of schools that would meet the wants of the French Roman Catholic sections of the Province. But these educational bills were rejected by the Legislative Council, or failed to receive the royal sanction. Some of these earlier educational bills were refused sanction, because they appeared to interfere with the rights of the Royal Institution, and the royal sanction was withheld from others until the Legislative Assembly should pass satisfactory measures concerning the civil list.

A committee on education was appointed by the Legislature in 1815, and another in 1824. These committees took evidence, and reported that the schools of the Royal Institution had failed in the French parishes, and that provision should be made for the establishment of schools in these parishes, under the control of the curé and the chief residents. In 1824 the Fabrique Act was passed, authorizing each Roman Catholic parish to devote one-fourth of its annual church revenues to the support of a school for the parish. Under the provisions of this Act all the wealthier parishes were able to provide schools under local control and acceptable to the people.

In the year 1829 the first public Elementary School Act for the Province was passed. This Act provided that five trustees, elected in each parish or township, should have the management of schools in the parish or township. A grant, not exceeding £50, was made to them if they erected a school house. They also reported to the Legislature. An annual grant of £20 was made to each teacher, and also a grant of ten shillings for each pupil up to fifty. Masters of independent schools, and religious communities educating children of the poor, might avail themselves of the provisions of the Act. It should be noted, in reference to this first form of our public school system—(1) that the schools were voluntary, free, and without taxation, except for the erection of school houses; (2) that although the schools established under this Act took their colouring, as to language

and religious teaching, from the communities which maintained them, they were *common schools*, recognizing no religious distinctions in the community; and (3) that this Act was limited in its operations to the country districts, special grants being provided for schools in the cities and towns.

Amendments, defining and elaborating the provisions of this Act, were introduced by the Legislature each year during the next five years. School fees were imposed upon children attending school. The number of school districts was fixed. School inspection was provided for in the appointment of nineteen school visitors, to act with the clergy and the members of each county. Certain conditions are prescribed, upon which the grants were paid. The teacher was required to obtain a certificate of capacity from the clergymen, justice of the peace, and resident member of the Legislature. Ten shillings as prize money was granted to each school, to be paid through the member of the county. Teachers who were able to teach both languages were granted £4 extra.

The gradual tendency of all these amending Acts was to give the absolute control of these schools to the county members of the Legislature, by making all grants for school purposes payable through them, or upon their report. Teachers, trustees, and parents came to feel that they could not run counter to the wishes of the member of the county in any respect, without forfeiting their school grants. This objectionable feature was so prominent in a Bill which passed the Legislative Assembly in 1836, that it was rejected by the Legislative Council, and in their report the Council state that the Bill was rejected because of the dangerous powers which it proposed to accord to the members of the Legislative Assembly. A portion of this Bill, providing for the establishment of Normal Schools, was reintroduced as a separate measure, and became law, but owing to the troubles of the next few years it failed to produce any satisfactory results. By the rejection of this Bill of 1836 the country was again left without any school system, except the Fabrique Schools and the Royal Institution, and in consequence of the troubles of the next few years no regular system was established, until after the union in 1841.

Although this school law of 1829-32 and the amending Acts left much to be desired, over 1,500 elementary schools were established under its provisions in the rural sections of the Province. And while the extraordinary powers which the Act conferred upon the members of the Legislature were not always used to the advantage of education, it enabled those members who were interested in the encouragement of education, such as Dr. Meilleur and Mr. Joseph F. Perrault, to exercise a powerful influence for good upon the educational work of their counties. The important points connected with this formative period of our school law may be summarised as follows:—

1. The system was a voluntary and temporary one. There was no tax imposed upon the property of the inhabitants for school purposes. If they wished for a school they were required to provide a suitable building, and to pay certain fees for the children in attendance.

2. The teachers were paid directly by the Government.

3. There was no efficient supervision of the schools. There was no Superintendent of Education, and no paid inspectors. The clergy and the member for the county exercised the chief control.

4. All grants were paid upon a certificate, of the local trustees and of the county member, that the necessary conditions had been fulfilled.

III.

FROM THE UNION TO CONFEDERATION, 1841-1867.

Between the rejection of the Bill of 1836 and the Union of the two Provinces in 1841, two important events occurred in connection with the history of education in the Province.

In 1838 an elaborate report on the state of education in the Province was drawn up under the direction of Lord Durham, giving a detailed account of the history of education from the beginning of the century, and making some important recommendations.

In 1841 an important series of letters, by Charles Mondelet, concerning a public school system for the Province, was

published. These two discussions of the educational condition of the Province prepared the way for the Act of 1841.

According to the provisions of this Act—

- (1.) A Common School Fund was established ;
- (2.) A Superintendent was provided for, whose duty it was to distribute grants, and to visit the schools ;
- (3.) The district or Municipal Council was authorized to levy school taxes for the building of school houses and the maintenance of schools ;
- (4.) Five School Commissioners, elected by the people, managed the schools, examined the teachers, and determined the course of study and the text-books ;
- (5.) The religious minority might dissent and establish schools of their own ;
- (6.) In the cities a Board of Examiners was provided, divided into two sections, Roman Catholic and Protestant, who examined teachers, regulated the course of study, text-books, etc., and visited the city schools.

This law of 1841 introduced the principle of compulsory taxation for the maintenance of schools ; but as the power of taxation was left in the hands of the district council, whose members were appointed by the Government, the measure was stoutly resisted by the people, on the ground that they were left without control as to the amount of tax that should be imposed. Owing to this opposition, the strong efforts put forward by Dr. Meilleur, the first Superintendent, to put the Act into operation, met with little success, and it was not until 1846, when the Act was modified so as to place the power of taxation in the hands of the Commissioners elected by the people, that it could be generally enforced. And even then the prejudices aroused by the Act of 1841 were so strong, that opposition to the Act of 1846 was continued in many parts of the Province.

The school law adopted in 1846, and amended in 1849, is substantially the same as the present school law of the Province. It has been modified in many of its details, and some important additions have been made, but the general principles of the Act of 1846 still continue in our present law. This Act was based upon the then existing school law

of the State of New York, which had received favourable mention in the letters of Charles Mondelet, already referred to.

This Act of 1846 contains provisions concerning a school in each township or parish; the election of School Commissioners; the duties of School Commissioners; the levy and collection of school taxes; the support of a model school in each Municipality; the establishment of dissentient schools; special regulations for the cities of Quebec and Montreal; a Board of Examiners for candidates for teachers' diplomas in Quebec and Montreal; and a Superintendent to take charge of the working of the school law.

Although Dr. Meilleur, the Superintendent, met with a good deal of opposition in his efforts to put the provisions of this law into operation throughout the Province, it gradually worked its way into favor, and in a short time nearly every section of the Province had organized schools under its provisions. As the law of 1846 which we have been considering is identical in its general principles with our present educational system, a reference to the more important amendments since introduced is all that is now required to complete this outline.

In 1852, in accordance with provision made the previous year, twenty-four School Inspectors were appointed to examine and report upon the schools of the Province. This number has since been increased to forty-two. In 1855 Dr. Meilleur, the first Superintendent of Schools in this Province, resigned after a service of thirteen years, and was succeeded by the Hon. P. J. O. Chauveau, who held the position of Superintendent until 1867, and then continued his work as Minister of Education until 1873.

Shortly after the Hon. Mr. Chauveau came into office, he succeeded in carrying out many of the suggestions that had been frequently urged by Dr. Meilleur.

In 1856 provision was made for the establishment of Normal Schools, a Journal of Education in French and English, and a Council of Public Instruction.

The three existing Normal Schools were opened in 1857. A Journal of Education in French and English was published

the same year, and a Council of Public instruction, composed of fifteen members, held its first meeting in January, 1860. Up to this date the Superintendent had been alone in the management of the educational matters of the Province. By the appointment of the Council, fourteen men were associated with the Superintendent in the consideration of some of the more important educational business of the Department of Public Instruction.

During this period a large number of independent institutions of superior education were established, and among them the three universities of the Province. We have already referred to the founding of the Grand Seminary of Quebec by Bishop Laval. In 1854 this institution was accorded university powers by Royal charter, under the name of Laval University.

In 1811 provision was made by the bequest of the Hon. James McGill, for the establishment of McGill College, which was erected into a University by Royal charter in 1821, and re-organized by an amended charter 1852. It was from this last date that the important work of the University began, under the direction of the new Principal, Sir William Dawson, who gradually raised the University to the proud position which it now occupies among the educational institutions of this continent.

In 1843 an institution of superior education at Lennoxville, in connection with the Church of England, was incorporated by the Legislature under the name of *Bishop's College*. In 1852 Bishop's College was erected into a University by Royal charter, and has since provided courses of instruction in Arts, Divinity, Law, and Medicine, and granted degrees in the same. In connection with Bishop's College there is a large boarding school, conducted upon the plan of the English public schools, and residence is also provided in the College buildings for the students in Arts and Divinity.

In 1855 St. Francis College, Richmond, was incorporated, and in 1860 Morrin College, Quebec, was founded.

In addition to the foregoing Protestant institutions, the list of Roman Catholic classical colleges was increased by the

establishment of twelve additional institutions in different sections of the Province. One of these, St. Mary's College, Montreal, was established by the Jesuit Fathers, who had returned to Canada in 1842. The college, which was opened in 1848, was incorporated by the Provincial Legislature in 1852.

Such were the more important features of our educational system at the time of confederation.

IV.

FROM CONFEDERATION TO THE PRESENT TIME, 1867-1890.

Since confederation a number of important amendments have been made to our educational law, chiefly in the direction of dividing our educational work into two sections, Roman Catholic and Protestant, and of giving the Protestant section of the Council of Public Instruction complete control over Protestant schools.

In 1869 a law concerning education was passed by the new Legislature of Quebec, which contained several important provisions. These were adopted after numerous consultations between leading representatives of the Protestant minority and the Government of the day. Among other things it provided that the Council of Public Instruction should be composed of fourteen Roman Catholics and seven Protestants, and that these two sections should be committees of the Council for the consideration of matters pertaining to schools of their own faith. These committees could not take any formal action, however, except through the Council. It also provided that grants for superior education should be divided between the Roman Catholic and Protestant institutions, according to the Roman Catholic and Protestant population of the Province.

The law of 1869 also extended the privileges of dissentients in several respects, and established the present system of the division of school taxes upon incorporated companies between the minority and the majority in a municipality in proportion to the number of children attending their respective schools.

Very important changes were also made by this law of 1869 in the educational system of the cities of Quebec and Montreal.

Up to this time no regular school tax had been levied in these cities. The Act of 1846 provided that the City Treasurer was to pay over to the School Commissioners annually an amount equal to the Government grant ; but as the cities were better provided with educational facilities than the country districts, Montreal was to receive from the Government grant one-fourth, and Quebec two-thirds, of the amount to which they were entitled by population. Under the law of 1869 a regular school tax was imposed, and the revenues of the school boards of the two cities were so increased that they have been able to build up their present excellent system of city schools.

In 1876 another important educational measure was passed by the Legislature. This Act provided (1) that the Roman Catholic Bishops of the Province should be ex-officio members of the Council of Public Instruction ; (2) that one-third of the Council should be Protestant ; and (3) that each of the two committees of the Council should have the power of separate and independent action in reference to all matters which concern the educational work under their respective control.

This was a most important provision. Under it each committee appoints its own chairman and secretary, and conducts its business as an independent council. Upon the recommendation of Roman Catholic or Protestant Committee, as the case may be, Professors of Normal Schools, School Inspectors, members of the Boards of Examiners, and the Secretaries of the Department of Public Instruction, are appointed by the Government. By placing the choice of these officers for Protestant institutions in the hands of the Protestant Committee, an important guarantee has been given that these appointments will be made in a manner acceptable to the Protestant minority. And although it is not stated in the law that one of the two Secretaries of the Department of Public Instruction shall be a Protestant, this is practically secured by the method of appointment.

In 1888 a number of amendments were made to the school law, chiefly referring to details, and in the same year the school laws were codified. Among the most important amendments were, first, the provision for establishing a Central Board of Examiners to replace the local boards, and second, the provision for the election of a member of the Protestant Committee by the Provincial Association of Protestant Teachers. In the same year the regulations that had been adopted from time to time by the Committees of the Council of Public Instruction were collected and revised. New regulations were introduced where necessary, so as to form a complete system of school regulations. These regulations are now published in pamphlet form, and form part of the School Code of the Province.

This completes the historical sketch of our school law. We have been compelled to omit many important and interesting details, but the events outlined will give the student an intelligent grasp of the successive stages by which the present educational status has been reached.

REGULATIONS
OF THE
PROTESTANT COMMITTEE.

SCHOOL REGULATIONS

REVISED BY THE

Protestant Committee of the Council of Public Instruction,

And approved by Order in Council, 30th November, 1888,

WITH AMENDMENTS TO 1ST JAN., 1895, (1).

I.

CONCERNING SCHOOL INSPECTORS.

Examination.

1. There shall be a Board of Examiners for the examination of candidates for the position of inspector of Protestant schools, composed of three members, one of whom shall be the principal of the McGill Normal School. The remaining two members shall be appointed by the Protestant Committee of the Council of Public Instruction.

2. The expenses of this Board of Examiners shall be paid, partly from the deposits of the candidates and partly from the contingent expenses of the Department of Public Instruction.

3. The examiners shall prepare the questions, conduct the examinations in writing, value the answers, and make a written report of the results to the Protestant Committee at the first meeting after the examination.

4. Candidates for the position of inspector of Protestant schools shall appear before the Board of Exam-

(1) * Signifies "As amended 6th Nov., 1889."

† Signifies "As amended 24th Sept., 1890."

‡ Signifies "As amended 14th Nov., 1890."

§ Signifies "As amended 25th Feb., 1891,"

iners, or before a sub-committee of the Protestant Committee appointed for the purpose, at Quebec, at the time appointed by advertisement given by the Superintendent of Public Instruction.

5. Each candidate shall forward to the Superintendent of Public Instruction, at least six days before the time appointed for the examination, the following documents.

(a) A written application for appointment stating the religious belief of the candidate, and his age, which must not be less than 25 nor more than 50 years ;

(b) Testimonials of good character and conduct, according to Form No. 1, prescribed for teachers ;

(c) Certificates of literary attainments and qualifications, of university degree, and of honors, if any, and other particulars bearing upon his qualifications ;

(d) Certificates showing (1), that he holds a diploma, (2) that he has taught at least five years, (3) that he has not discontinued teaching more than five years.

6. Each candidate shall deposit six dollars to defray the cost of advertising in the Quebec Official Gazette, and for other necessary expenses.

7. Each candidate shall be examined with reference to :

(a) The methods of teaching the subjects of the authorized course of study ;

(b) The organization, discipline and management of schools ;

(c) The duties of inspectors, school boards and teachers, and the operation of the school law and regulations of the Province. Fifty per cent. of the marks in each of the three divisions of the examination will be required for passing.

§8. The documents produced by the candidates, and the results of their examination shall be submitted to the Protestant Committee for their approval, and the candidates found qualified by the Committee for the position of inspector shall be granted certificates of the first or second class, according to Form No. 2.

Duties of School Inspectors.

9. It is the duty of school inspectors :—

1. To visit each school of their inspectorates twice every year, giving two hours, on an average, to the inspection of each school ;

2. To examine the pupils upon the authorized course of study, and to insist upon the course being followed by teacher and pupils.

3. To transmit to the Superintendent (*a*) the names of those teachers who are eminently successful in carrying out the course of study, and (*b*) the names of teachers who, after warning, neglect the course of study or teach without a proper time-table ;

4. To ascertain whether the regulations for teachers and for pupils are observed, and to note especially the classification of the pupils, the arrangements and allotments of the time-table, and the manner in which the school journals and registers are kept ;

5. To examine the methods of instruction followed by the teacher ;

6. To give a few model lessons in the presence of the teacher ;

7. To ascertain what methods are used in maintaining discipline ;

8. To give such advice to the teacher as may be deemed necessary ;

9. To encourage teachers to preserve the best specimens of their pupils' work on the authorized form of

test-sheets, in order that the inspector may examine them at his next visit and transmit to the Superintendent specimens worthy of being exhibited ;

10. To ascertain whether the regulations concerning schoolhouses, closets, apparatus, etc., are observed, and especially whether the necessary air space per pupil has been provided, and whether proper attention is paid to the heating and ventilation of the school rooms ;

11. To fill up a bulletin of inspection for each school, and to transmit the bulletins of each municipality to the Superintendent as soon as the inspection of the municipality is completed ;

12. After inspecting the schools of a municipality, to report the results to the commissioners (or trustees), under the following heads :

(1) Condition of the schools of the municipality as to ;

(a) The use of the course of study,

(b) A uniform series of text-books,

(c) The use of definite time-tables,

(d) Schoolhouses and closets,

(e) Apparatus (blackboard, authorized journal, etc.)

(2) Serious defects in ;

(a) The municipality as a whole,

(b) Particular schools,

(c) Individual teachers,

(3) Any action that should be taken by the school commissioners (or trustees) to improve the condition of their schools ;

13. To classify, in their annual reports to the Superintendent, the school municipalities of their inspectorates under the following heads :—1, Excellent ; 2, Good ; 3, Middling ; 4, Bad ; 5, Very bad ; arranging the members of each class in order of merit. The classifi-

cation shall be based upon the following points, each of which shall be valued at ten marks :—

1. The length and arrangement of the school year.
2. The condition of schoolhouses, closets and grounds.
3. The supply of apparatus, blackboards, authorized school journals, maps, etc.
4. The use of the course of study.
5. The use of a uniform series of authorized textbooks.
- 6: The salaries of teachers and the method of payment.
14. To examine the books of the secretary-treasurers and to ascertain whether they are kept in accordance with the authorized form ;
15. To hold a meeting of teachers in each county, when required by the Superintendent, for the purpose of considering the difficulties, defects and desirable improvements of the schools of the county and the best methods of organizing and teaching elementary schools ;
16. To co-operate with the directors of the Teachers' Institutes in making all necessary arrangements for the institutes to be held in their respective inspectorates ;
17. To forward their annual reports and statistical tables to the Superintendent before the first of August each year.

Prize Books.

10. The inspectors shall distribute the prize books furnished by the Department of Public Instruction as follows :—1. In the municipalities that are endeavouring to comply with the provisions of the school law and regulations ; 2. In the schools in which the teachers are endeavouring to carry out the course of study in accordance with a definite time-table ; 3. To the pupils

who are taking regularly the subjects of the course of study.

11. Prizes shall be awarded for general proficiency in all the subjects of the course of study, but if the examination is unsatisfactory no prize shall be given.

12. Prizes shall be given upon the actual results of the examination by the inspector and upon the information obtained from the teacher. It is desirable that one prize at least should be given in each of the classes of the school. An extra prize may be given for attendance and conduct as shown by the school journal, but this shall be distinct from the prizes for proficiency, and shall not be given unless a school journal has been regularly kept.

13. Prize books given by the inspectors shall not be distributed at public examinations or closing exercises in lieu of prizes to which pupils are entitled from the teachers or school boards.

14. The inspector shall fill up and sign the label to be found in each prize book.

15. The inspector shall enter on the school visitors' register the name of each pupil to whom he gives a prize, his age, the subject for which it was awarded, and the title of the book given. The inspector shall see that the teachers are provided by the school commissioners (for trustees) with a school visitors' register, separate from the school journal, and in schools where there is no register, he shall give no prizes.

16. The prize books are divided into two classes, Roman Catholic and Protestant, distinguished by special labels, and inspectors shall observe this division in distributing the prizes to pupils.

II.

CONCERNING THE PROTESTANT CENTRAL BOARD OF EXAMINERS.

17. The Protestant Central Board of Examiners shall alone have the power to grant diplomas valid for Protestant schools.

18. The diplomas granted by the Central Board of Examiners shall be of three grades, viz. :—Elementary, Model School and Academy, and these are valid for any Protestant school of the same grade in the Province.

19. There shall be three classes of elementary diplomas and two classes of model school and academy diplomas. Third class elementary diplomas shall be valid for one year only.

§20. The cities of Montreal, Quebec and Sherbrooke shall be centres of examination for the three grades of diplomas ; and the following places shall be centres of examination for elementary and model school diplomas, viz. :—Shawville, Aylmer, Lachute, Huntingdon, Cowansville, Waterloo, Stanstead, Richmond, Inverness, New Carlisle, and Gaspé Village.

†21. The examination of candidates shall begin at the local centres on the first Tuesday in July, or the last Tuesday in June each year, as determined by the Protestant Committee.

22. Each candidate shall notify the secretary of the Central Board of Examiners, in accordance with Form No. 3, at least fifteen days before the date of the examination, of his intention to present himself for examination.

23. Each candidate shall deposit with the secretary of the Central Board before his examination, *first*, a certificate of good moral character, according to the

authorized form No. 1, signed by the minister of the congregation to which he belongs, and by at least two school commissioners or trustees or school visitors of the locality in which he has resided for the six months previous to his examination; *second*, an extract from a register of baptisms, or other sufficient proof, showing that he was at least eighteen years of age last birthday.

24. Each candidate for an elementary or model school diploma, shall pay to the secretary of the Central Board the sum of two dollars, and each candidate for an academy diploma three dollars. These fees shall be used in paying the expenses of the Central Board of Examiners. The fees shall not be returned to a candidate who has failed to obtain a diploma, but at the next examination such candidate may again present himself without extra payment. The candidate or candidates taking the highest number of marks and a second class elementary diploma shall be exempt from fees.

25. Candidates shall be examined in each subject by printed examination papers. These examination papers shall be prepared by the Central Board.

26. The examination at the local centres shall be under the charge of deputy-examiners appointed by the Protestant Committee. The school inspectors shall, when required, act as deputy-examiners, and additional deputy-examiners may be appointed by the committee at a charge not exceeding five dollars per day.

27. The examination papers shall be sent, under seal, to the different deputy-examiners, to be opened by them on the days and hours fixed for examination, and in the presence of the candidates. Each candidate shall write his answers on the paper provided for him, and no other paper shall be used.

28. At the close of the time allotted for each subject, the answers of the candidates shall be collected by the deputy-examiner, placed in the appropriate envelope provided for the purpose, and sealed in the presence of the candidates, without being read by the deputy-examiner. No paper shall be returned to the candidates for correction or additions after it has been received from the candidates.

29. At the close of the examination, the envelopes containing the candidates' answers in the several subjects shall be carefully packed together and forwarded to the secretary of the Central Board, Department of Public Instruction, Quebec.

30. The answers shall be read and valued by the members of the Central Board; the number of marks accorded to each answer, and the total number of marks gained by a candidate in each subject, shall be distinctly marked upon his papers. The papers of each candidate examined, thus marked, shall be fastened together and returned by the secretary, together with the report required by Reg. 42, to the Superintendent of Public Instruction, who shall immediately submit the same to the Protestant Committee.

31. The rules contained in Reg. 50 shall be strictly observed in conducting the examination. At the hour fixed for opening the examination on the first day, after the candidates are seated, and before the examination questions are distributed, the rules in Reg. 50 shall be read aloud to the assembled candidates by the deputy-examiner.

32. Candidates for the three grades of diplomas shall be subject to examination in accordance with the requirements of the Syllabus of examination, issued from time to time by the Protestant Committee

+33. Three and a-half days shall be allowed for examination for elementary diplomas, four days for

model school diplomas, and five days for academy diplomas.

†34. The following shall be the order and the subjects of the examination for the three grades of diplomas:—

	ELEMENTARY.	MODEL.	ACADEMY.
Tuesday, 9-12.	†Reading, Writing, Dictation ; Arithmetic.	†Reading, Writing, Dictation ; Arithmetic.	†Reading, Writing, Dictation ; Arithmetic.
Do. 2-5.	Grammar & Comp ; Literature.	Grammar & Comp ; Literature.	Grammar & Comp ; Literature.
Wednesday, 9-12.	History, Scripture and Canadian ; Geography.	History, Scripture and English ; Geography.	History, Scripture and English ; Geography.
Do. 2-5.	Drawing ; Art of Teaching.	Drawing ; Art of Teaching.	Drawing ; Art of Teaching.
Thursday, 9-12.	Book-keeping ; Physiology and Hygiene ; School Law.	Book-keeping ; Physiology and Hygiene ; School Law.	Book-keeping ; Physiology and Hygiene ; School Law.
Do. 2-5.	*Algebra ; *Geometry.	Algebra ; Geometry.	Algebra ; Geometry.
Friday, 9-12.	*French.	French ; Botany.	French ; Botany.
Do. 2-5.		*Latin.	Latin ; Roman History.
Saturday, 9-12.			Greek ; Grecian History.
Do. 2-3½.			Trigonometry.

† Reading may be taken any time on Tuesday.

* French, Algebra, and Geometry are not compulsory for a Second or Third Class Elementary Diploma ; but those candidates only who pass the examination in these subjects are eligible for the First Class Diploma under Regulation 37.

†35. Candidates for elementary diplomas must take at least fifty per cent. of the marks in each of the subjects, Writing, Arithmetic, Geography, Grammar, Scripture, History, and the Art of Teaching, and at least one-third of the marks in each of the other subjects. Candidates for model school diplomas must take fifty per cent. of the marks in each of the subjects, Writing, Arithmetic, Geography, Grammar, Scripture History, English History, Art of Teaching, Geometry and Algebra, and one-third of the marks in each of the other subjects. Candidates for academy diplomas must take fifty per cent. of the marks in each of the above named subjects for the model school diploma, and in Latin and Greek, and one-third of the marks in each of the other subjects. Three-fourths of the marks must be taken by all candidates in spelling.

36. Candidates for any diploma, who obtain sixty per cent. of the aggregate marks, shall be entitled to second class diplomas. Candidates for elementary diplomas who obtain forty-five per cent. and less than sixty per cent. of the aggregate marks, shall be entitled to third class elementary diplomas.

37. Candidates holding (*a*) model school or elementary diplomas, granted under the Regulations of the Protestant Committee before 1st of January, 1887, or (*b*) second class model school or elementary diplomas, granted under these regulations, who present to the Protestant Central Board of Examiners (*a*) certificates from a school inspector that they have taught successfully for five years after obtaining such a diploma, or (*b*) certificates that they have taught successfully three years and attended three Annual Teachers' Institutes and fulfilled the prescribed requirements thereof shall be entitled to receive first class diplomas of the grade which they hold, on the payment of a fee of one dollar.

38. A candidate for an academy diploma, who fails

to obtain that diploma, may be granted a second class model school diploma if he passes in each subject, or if he obtains the requisite marks in the subjects prescribed for that diploma. And a candidate for a model school diploma, who fails to obtain that diploma, may, on similar conditions, be granted a second class elementary diploma.

***39.** Candidates for elementary diplomas who fail in one or two subjects of the examination, may, on the recommendation of the Central Board of Examiners, be granted third class elementary diplomas, and candidates so recommended shall be entitled to receive second class elementary diplomas at the next examination upon passing in those subjects in which they failed.

40. A person holding a diploma as teacher granted by extra provincial examiners, who desires to obtain a diploma for this Province, shall be exempted by the Central Board of Examiners from examination in any subject in which he passed creditably in his extra-provincial examination. Such person, however, is required to submit to the Protestant Committee the following documents:—

- (a) A programme showing the subjects and the nature of the examination upon which he obtained his extra-provincial diploma ;
- (b) A certified statement of the marks obtained in each subject of the examination ;
- (c) The diploma which he holds ;
- (d) A certificate of age, and a certificate of moral character according to the authorized form No. 1 ;

If these documents are satisfactory the Superintendent may, if necessary, grant a permit to teach until the date of examination.

And no exemptions from examinations shall be granted without a recommendation to that effect from

the Protestant Committee, after considering all the circumstances of the case, naming the subjects for exemption and the grade of diploma that may be given. Such person, upon passing the examination in the remaining subjects prescribed for said grade of diploma, and in the School Law and Regulations of the Province, and paying the prescribed fees, shall be granted a diploma of the grade recommended by the Protestant Committee.

†41. Candidates who are Associates in Arts of not more than two years' standing shall be exempt from examination in the subjects in which they took at least 67 per cent. of the marks in the examination for the certificate of Associate in Arts as follows:—

For all diplomas:—Scripture History and the Optional Subjects, (except Algebra, Geometry, French, Latin, and Greek, in the case of the Academy diploma.)

For the elementary diplomas:—The Preliminary Subjects except dictation, in addition to the foregoing.

42. The Central Board of Examiners shall cause a register of examinations to be kept, in which the secretary shall enter the names of all candidates, and opposite each name the date of examination, the grade of diploma, the class of diploma, and the name of the minister signing the certificate of moral character. The secretary shall transmit to the Superintendent of Public Instruction, within thirty days from the date of examination, a special report of the board as to the results of the examination, containing the names of the candidates to whom diplomas were granted, and such other information as may be required by the prescribed form of report, and as the board may deem it expedient to give; such reports to be signed on behalf of the board by the president or vice-president and the secretary.

43. On receipt of such report the Superintendent shall issue to the secretary the required number of

diplomas, each diploma being sealed with the seal of the Department of Public Instruction. No diploma shall be valid without said seal and the signatures of the president, vice-president, and the secretary of the Central Board of Examiners. The diplomas shall be filled in and mailed to the successful candidates by the secretary.

44. Whenever it is evident, from the report to the Superintendent, or from the papers of the candidates submitted to the Protestant Committee, in accordance with Reg. 30, or for other reasons, that the Central Board of Examiners has not conducted any particular examination in accordance with the provisions of the law and these Regulations, the Protestant Committee of the Council of Public Instruction may declare, either, *first*, one or more diplomas granted at said examination, or, *second*, the whole proceedings of said Central Board of Examiners at said meeting, null and void, in which case the Board of Examiners and the candidates who received diplomas shall be notified thereof by the Superintendent.

45. Upon representation made in writing to the Protestant Committee of the Council of Public Instruction by the inspector of any district, that a teacher holding a diploma and teaching in a certain school within his inspectorate, is not in his judgment qualified for the due discharge of the duties of the office held by such teacher, the said teacher may be required by the Protestant Committee to present himself, or herself, before the Board of Examiners and be re-examined in accordance with 1965, R.S.Q.

46. The Board of Examiners shall forward to the Superintendent of Public Instruction, in the month of July each year, a detailed statement of the receipts and disbursements connected with each meeting of the board held during the year.

47. The Superintendent of Public Instruction, or any person delegated by him, may at any time inspect the Register and all documents of the Central Board of Examiners.

48. No member of the Central Board of Examiners shall be present or take part in an examination of the board in which pupils of his own are interested.

49. The form of report of the Central Board of Examiners shall contain a declaration to be signed by the president or vice-president and secretary of the board, stating that the examination has been conducted in strict accordance with the regulations prescribed for such board.

50. The following rules for the examination shall be read to candidates before the examination.

1. The candidates are to be placed in the examination room, so as to prevent copying or communications of any kind between them. One candidate only shall be placed at each desk which he shall occupy throughout the examination.

2. At the hour appointed for the examination, the candidates being in their allotted places, the examination papers for that hour shall be opened and distributed to the candidates.

3. The examination papers or any question therein may be read aloud to the candidates by the deputy-examiner, but no explanation whatever shall be given as to the meaning or purport of the questions.

4. No candidate shall be permitted to enter the examination room after the expiration of an hour from the commencement of the examinations, nor after a candidate has left the examination room. Any candidate leaving the examination room after the issue of the examinations papers in any subject shall not be permitted to return during the examination of the subject then in hand.

5. No candidate shall give or receive assistance of any kind in answering the examination questions. Any candidate detected (a) in taking into the examination room or having about him any book or writing from which he might derive assistance in the examination, (b) in applying under any circumstances whatever to other candidates, (c) in answering under any circumstances whatever applications from other candidates, (d) in exposing written papers to the view of other candidates, (e) in endeavoring to overlook the work of other candidates, shall be immediately dismissed from the examination. The plea of accident or forgetfulness shall not be received.

6. Candidates shall write their answers on one side only of the paper, and shall use no other paper than that provided for them. The use of blotting paper for rough drafts or for any writing whatever is strictly forbidden.

7. At the close of the examination all the paper furnished to a candidate must be returned to the deputy-examiner.

8. No candidate shall have access to his answers, and no alteration shall be made in a candidate's answers after they are delivered to the deputy-examiner.

9. No persons, except those taking part in the examination, shall be admitted into the examination room during the examination, and no conversation nor anything that may disturb the candidates shall be allowed.

10. The candidates shall be under the direct and careful supervision of the deputy-examiner from the beginning of the examination to its close.

11. The deputy-examiner of each local centre shall sign the following declaration at the close of the examination and forward it to the secretary of the Central Board :—

“ I hereby solemnly declare that the examination of _____ has been conducted strictly in accordance with the special regulations prescribed for such examinations, that the envelopes containing the printed examination papers were opened, and that the envelopes containing the answers were sealed, in the presence of the candidates and at the time specified, and that the answers forwarded to the secretary have been given, to the best of my knowledge, by the pupils themselves, without assistance from the deputy-examiner, fellow pupils, memoranda or text-book, during the time of examination.

(Signature,)

“ *Deputy-Examiner.*”

12. The deputy-examiner shall send with the above declaration a plan of the examination room setting forth the position occupied by each candidate.

51. The secretary of the Central Board of Examiners shall provide at each local centre (a) a suitable room in which to conduct the examination, (b) a supply of stationery, and (c) the required number of examination papers.

Academy Diplomas.

52. Each Academy Diploma, granted hereafter, shall clearly indicate the class of diploma and the particular provision of these regulations, under which the candidate receives the diploma.

53. Academy diplomas granted by the Central Board of Examiners shall be second class academy diplomas.

‡**54.** Graduates in Arts from any British or Canadian University, who have passed in Latin, Greek, and

French, in the Degrée Examinations, or who have taken at least second class standing in these subjects in their Intermediate examination, shall be entitled to receive first class academy diplomas, provided that they have also taken a regular course in the Art of Teaching at the McGill Normal School, or other public training institution outside of the Province approved by the Protestant Committee, and that they have paid a fee of three dollars to the said Committee.

Graduates who have not passed in French as prescribed above may, on application, be examined in that subject before the principal of the McGill Normal School, and, if satisfactory, such examination shall be accepted in lieu of the prescribed standing in French in the University examinations.

55. Teachers taking academy diplomas in course from the McGill Normal School, who take at least second class standing in Latin and Greek in the Intermediate Examination of the Universities shall be entitled to receive first class academy diplomas ; otherwise their diplomas shall be second class.

56. Teachers who hold (a) academy diplomas granted before the first July, 1886, or (b) second class academy diplomas granted under these regulations, and who produce satisfactory proof to the Protestant Committee that they have taught successfully for at least ten years, shall, when recommended by the Committee, be entitled to receive first class academy diplomas upon a payment of a fee of three dollars.

57. Any candidate who presents to the principal of the McGill Normal School, (a) the requisite certificate of age and of good moral character according to Form No. 1, and (b) satisfactory certificates that he has complied with either of the foregoing regulations, 54 or 56, shall be recommended by him to the Superintendent

of Public Instruction, for an academy diploma of the class to which he is entitled under these regulations.

†58. Graduates in Arts from any British or Canadian University, who have passed in Latin and Greek, in the Degree Examinations, or who have taken at least second class standing in these subjects in their Intermediate examination shall be entitled to receive second class academy diplomas from the Protestant Central Board of Examiners, provided they pass the examination in the Art of Teaching, School Law, Drawing, Physiology and Hygiene, (and in French if not taken in the University Examinations), as prescribed in the Syllabus of examination for candidates for Academy Diplomas.

Such Candidates shall present themselves at Montreal, Quebec or Sherbrooke, at the time fixed for the examination under the Protestant Central Board. They shall also submit the required certificates of age and moral character and pay a fee of three dollars.

†59. Candidates for Academy Diplomas, who have passed the sessional examinations at the end of the second year of either of the Universities or the Province, shall be exempt from examination in those subjects in which they have taken at least a second class standing in the sessional examinations.

Extracts from the Prospectus of the McGill Normal School in relation to Regulation 54:—

To meet the requirements of graduates and undergraduates in Arts who, not having previously taken a Normal School course, desire to receive Academy diplomas of the first class, under Regulation 54, provision has been made for the delivery of a course of forty lectures on Pedagogy in the Normal School, open to graduates in arts of any British or Canadian University, to undergraduates of the third year and, with

the permission of the Faculty and the concurrence of the Principal of the Normal School, to those of the fourth year.

Undergraduates will be permitted to teach the forty half days referred to above at the times extending over the sessions of the Model School corresponding to the third and fourth years of their college course. Graduates will be permitted to teach in the Model Schools at such times as may be agreed on with the Principal.

All persons taking this course of study in the Normal School shall be held to be subject to the regulations of the said school and to be under the supervision of its principal, while in attendance thereat.

Graduates who have taken the above course of study in Pedagogy and the first class Academy diploma, may be entered, if so desired by them, in the published lists of the University as holders of such diplomas.

The following is the syllabus of lectures on Pedagogy, open to graduates and undergraduates as above.

THE LEGAL POSITION OF THE TEACHER.

1. The organization of Public Instruction in Quebec.
2. The relation of the teacher to the Department of Public Instruction and to the Protestant Committee of the Council of Public Instruction.
3. The relation of the teacher to school commissioners and parents.
4. The relation of the teacher to pupils.
5. The teacher as a member of a profession.

DISCIPLINE.

6. Discipline as a means of immediate pleasure to pupils.
7. Discipline as tending to school success.
8. Discipline as a preparation for life.
9. Discipline developing character.
10. Discipline enforced by authority.

INSTRUCTION IN SPECIAL SUBJECTS.

11. English reading, writing, grammar.
12. Literature, composition.
13. French.
14. The classics.
15. Number; arithmetic and algebra.
16. Form; geometry. Number and form; trigonometry and mensuration.
17. Geography and history.
18. Botany and chemistry.
19. Drawing and music.
20. The acquisition of general knowledge.

PHYSICAL DEVELOPMENT.

21. Health.
22. Growth.
23. The training of the eye.
24. The training of the ear.
25. The training of the hand.

MENTAL DEVELOPMENT.

26. The training of the analytic faculty. 27. Observation and experiment. 28. The training of the synthetic faculty. 29. Understanding. 30. Judgment and reason. 31. Invention. 32. Imagination. 33. Memory of sensations. 34. Memory of conceptions. 35. Verbal memory.

MORAL DEVELOPMENT.

36. Training in truthfulness. 37. In justice and purity. 38. In philanthropy and patriotism. 39. In earnestness. 40. In good manners.

III.

CONCERNING THE CLASSIFICATION OF SCHOOLS.

60. The educational institutions of the Province are divided into Elementary Schools, Institutions for superior education and Normal Schools for the instruction and training of teachers.

61. Protestant Institutions of Superior Education are classified as follows :—

1. Chartered Universities and incorporated Colleges affiliated thereto, which are required to make a return of their annual written examinations to the Superintendent in addition to the annual report made by such institutions.

2. Academies and High Schools providing instruction, in English, French, Classics, Mathematics, and Science, adequate to the standard of matriculation in the Universities or for the Certificate of Associate in Arts.

3. Model Schools providing instruction in Algebra, Geometry, French and the Latin elements, in addition to the subjects of the elementary schools.

62. The following shall be the course of study for Protestant Elementary Schools, Model Schools and Academies.

ELEMENTARY

SUBJECTS.	GRADE I.	GRADE II.
Scripture Knowledge.....	The first half hour of each day to be devoted to the Opening Truthfulness, Honour, Respect for others, Good Manners,	
	BOOK I.	BOOK II.
Reading	The meaning and spelling of the words of the lessons, the part of the work of each grade. Special attention to be correctness of pronunciation.	
Dictation and Spelling	Writing the words of the reading lesson on slates from the blackboard. Writing words dictated by the teacher. Copying words from the Reader.	Copying the reading lesson on slates. Dictation of sentences and detached words from the Reader. Oral spelling.
Writing	Slate exercises in holding pencil and in hand movements. Simple words and their letters taken from the reading lesson. Small letters and the numerals.	Capital Letters. Analysis of Letters. Writing on slates, Copy writing.
Arithmetic	Mental Arithmetic. Addition and Subtraction with objects, and with numbers of two figures. Reading and writing numbers to 100.	Mental Arithmetic. Four Simple Rules to short division inclusive. Multiplication Table. Avoirdupois Weight, Long and Liquid Measures.
English	LANGUAGE LESSONS. (Conversation with pupils on familiar subjects. Short stories related by the teacher and repeated by the pupils. Writing names of objects. Writing one or more sentences about a particular object. Memorizing. Correction of colloquial errors.)	LANGUAGE LESSONS. (Completing sentences. Forming sentences containing particular words. Writing out the subject matter of a story or of a reading lesson after it has been talked over. Memorizing short selections from the Reader. Correction of colloquial errors.)
Geography	Elementary terms. Divisions of land and water. Map of the School neighborhood.	Map of Canada.
History	Selected events in the life of Christ, and in Old Testament History, Selections Committed to memory.	Selected events in the life of Christ, and in Old Testament History, Selections Committed to memory.
Object lessons or useful knowledge	Form, Colour, Size, Weight, Motion, Plants, Animals, Manu- Minerals of the Province, and their uses.	
Music	Rote singing.	Rote singing.
Drawing	Straight lines and their simpler combinations on slates from the blackboard.	Straight lines and curves and their simple combinations on slates from the blackboard.
Physiology and Hygiene	One half hour per week for each grade.	
French (Optional).	Names of objects in conversation.	Names of objects, familiar phrases.
Text Books necessary for each grade.	Book I. Table-Card, Slate, Slate-pencil.	Book II. Table-Card, Slate, Slate-pencil, Copy-book, Blank-book, Pen, Ink.

SCHOOLS.

GRADE III.	GRADE IV.
Exercises, Instruction in Morals (including readings and Lessons upon Godliness, Temperance, Kindness to Animals, &c.,) and Scripture History.	
BOOK III. subject matter of the lesson, and committing selections to memory, to form given to pleasantness and brightness of tones, fluency, clearness and	BOOK IV. subject matter of the lesson, and committing selections to memory, to form given to pleasantness and brightness of tones, fluency, clearness and
Dictation of sentences and detached words. Meanings of words. Oral spelling.	Dictation. Definitions. Simple derivations, Oral Spelling.
Copy writing.	Copy writing, Business Forms, Elements of single Entry Book-keeping.
Mental Arithmetic, Long Division, Simple examples in Fractions and in Compound Numbers in ordinary use, and Review.	Mental Arithmetic, Simple examples in Fractions, Decimals, Percentage, Interest, and Mensuration, and Review.
LANGUAGE LESSONS. Reading and committing to memory interesting and simple selections from the best Prose and Poetry in the Reader, with questions upon the meaning and allusions of the selections, the meaning of words, and the Parts of Speech.	Parsing and Analysis of simple sentences. Study of selections from the Reader. Letter Writing. Descriptive Composition.
Map of Western Hemisphere. Map Drawing.	Map of Eastern Hemisphere. Map Drawing.
Selected events in the life of Christ and in Old Testament History. Selections Committed to memory. Outline of Canadian History, French Rule.	Selected events in the life of Christ and in Old Testament History. Selections Committed to memory. Outline of Canadian History.
factured Articles, (Special attention to the Plants, Animals, Forest Trees, and	
Rote singing.	Rote singing. Elements of musical notation.
No. 1. Dominion Freehand Drawing Course.	No. 2. Dominion Freehand Drawing Course.
Easy sentences with simple forms of familiar verbs.	Reading, easy exercises in translation, regular verbs.
Book III., Slate, Pencils, Copy-book, Blank-book, Pen, Ink Arithmetic Geography, Canadian History, Drawing-book No. 1.	Book IV., Slate, Pencils, Spelling-book, Copy-book, Blank-book, Pen, Ink, Arithmetic, Grammar, Geography, Canadian History, Drawing-book No. 2.

MODEL

SUBJECTS.	GRADE I.
Scripture Knowledge	The first half hour of each day to be devoted to course in Scripture History.)
Reading	BOOK IV.
Spelling.....	Dictation, derivation and verbal distinctions for
Writing	Copy Writing, Business Forms and Single Entry
Arithmetic.....	Mental Arithmetic, simple examples in Vulgar Fractions, and Review.
English.....	Parsing, Analysis of Simple Sentences, Letter Writing, Descriptive Composition, Study of selections from the Reader.
Geography.....	North America with special study of the Dominion, Map Drawing.
History	Outlines of Canadian History.
Algebra.....	
Geometry	
French	Exercises in Words and Phrases
Latin	
Physiology and Hygiene.	One half hour per week for each Grade.
Drawing.....	No. 2, Dominion Freehand Drawing Course.

SCHOOLS.

GRADE II.	GRADE III.
Opening Exercises, Instruction in Morals and Scripture History. (See special	
BOOK V.	Book V and selections from prescribed poem.
each grade.	
Book-keeping for each grade.	
Mental Arithmetic, Vulgar and Decimal Fractions, Compound rules and Review.	Mental Arithmetic, Percentage and its applications, Square Root, Simple examples in Mensuration and Review.
Etymology (Noun, Adjective and Pronoun), Analysis of Simple sentences, Letter Writing, Composition, Study of selections from the Reader.	Etymology, Analysis of easy sentences and Review, Letter Writing, Composition, Goldsmith's Deserted Village.
Europe with special study of the British Isles, Map Drawing.	North and South America in detail, Map Drawing.
Outlines of English History.	Canadian History.
The Simple Rules.	Easy exercises in Simple Equations of one unknown quantity and in Factor'g.
	Book I, 1-26.
Article, Noun and Adjective with written exercises, Simple Tenses of <i>avoir</i> and <i>être</i> , Pres., Imp., and Fut. Tenses of Regular verbs of the 1st Conjugation.	Adjectives and Pronouns with Written Exercises, Regular Verbs of the four Conjugations, Translation, Dictation.
The Declensions, the verb <i>sum</i> and exercises.	The four Conjugations, Written Exercises and Review.
No. 3, Dom. Freehand Drawing Course.	No. 4, Dom. Freehand Drawing Course.

ACADE

SUBJECTS.	GRADE I.
Scripture Knowledge	The first half hour of each day to be devoted to course in Scripture History.
Reading.....	Book V. and selections from prescribed poem.
Writing.....	Copy Writing, Business Forms and Single Entry-Book-keeping.
Arithmetic	Mental Arithmetic, Percentage and its applications, Square Root, Simple Examples in Mensuration and Review.
English.....	Etymology, Analysis of easy sentences and Review, Letter Writing, Composition, Goldsmith's Deserted Village.
Geography	North and South America in detail, Map Drawing.
History.....	Canadian History.
Algebra.....	Easy Exercises in Simple Equations of one unknown quantity and in Factoring.
Geometry	Book I. 1-26.
French	Adjectives and Pronouns, with Written Exercises, Regular Verbs of the four Conjugations, Translation, Dictation.
Latin.....	The four Conjugations, Written Exercises and Review.
Greek.....	
Physiology and Hygiene.	One half hour per week for each Grade.
Drawing	No. 4, Dominion Freehand Drawing Course.
SPECIAL COURSE.	

MIES.

GRADE II.	GRADE III.
Opening Exercises, Instruction in Morals and Scripture History. (See special	
Book V. or Dramatic Reader.	Book V. or Dramatic Reader.
Copy Writing and Book-keeping.	
Complete Arithmetic.	Mensuration.
Syntax, Analysis of sentences, Composition and Review, Scott's Lady of the Lake.	Grammar, The Play of Shakespeare appointed for the A. A. Examination, Scott's Lady of the Lake, Meiklejohn's English Language and Literature.
General Geography.	
British History.	Grecian History and Roman History.
Factoring, Fractions, G. C. M. & L. C. M., Simple Equations and Review.	Quadratic Equations, Involution and Evolution and Review.
Books I. and II.	Books I., II. and III.
Verbs, Regular and Irregular; Written Exercises, Translation, Dictation.	Complete Grammar, Written Exercises, Translation, Dictation.
Syntax, Cæsar, Bell. Gal. Lib. I., 1-25.	Grammar, Cæsar, Bell. Gal. Lib. I. II., Virgil, Æneid, I.
The Declensions, the Inflections of verbs in Omega and Mi. with exercises.	Grammar, Xenophon's, Anabasis, Book I.
No. 5, Dominion Freehand Drawing Course.	General Review of Freehand and Geometrical Drawing, with Perspective and Model Drawing.
One of the following subjects :— Botany, Chemistry or Physics.	One of the following subjects :— Trigonometry, as in Hamblin Smith, pp. 1-100 omitting chapter XI., Botany, Chemistry or Physics.

Academies and Model Schools.

63. In order that an institution may be recognized as an Academy it must fulfil the following conditions :

1. It must be under the control of, and receive financial support from, the school board of the municipality in which it is situated.

2. A suitable school building, furnished with the necessary appliances, must be provided.

3. It must be organized in three departments, viz. : Elementary, Model School and Academy.

4. Three teachers must be employed, one of whom must hold an academy diploma.

5. The teachers must be engaged at fixed salaries by the school board.

6. The authorized course of study must be followed in each department.

7. The pupils must pass satisfactorily the annual written examination prescribed for such schools.

8. It must remain in session at least one hundred and eighty days during the year.

64. In order that an institution may be recognized as a Model School it must fulfil the conditions prescribed for Academies, except that it may be organized in two departments, elementary and model, under two teachers, one of whom must hold, at least, a model school diploma.

65. It shall be competent, however, for the Protestant Committee to recommend a special grant to one school in a county, when the conditions requisite for a Model School or an Academy have not been fulfilled.

66. No institution is allowed the change the title under which it is known, so as to transfer it from one grade of institution recognized by law to a higher

grade, without being previously authorized to do so by the Protestant Committee.

67. Every pupil desiring to enter the model school department of a superior school must undergo an examination in the subjects of Grade III. Elementary Course, and pupils desiring to enter the academy department must undergo an examination in the subjects of the Grade II. Model School Course.

68. The school board shall fix a uniform school fee for each department of a superior school so that there may be one fee for the whole course of study of each department.

69. Academies and Model Schools, that receive no grant in any year, must make application if they desire to be inspected by the inspector of superior schools the following year.

70. Academies and Model Schools are required to send to the Department of Public Instruction, before the first of July each year, specimens of school exercises in Writing, Drawing, Map Drawing and Mathematics, prepared upon the approved form of paper, and these specimens shall be taken into consideration in the distribution of the grants.

Inspection of Academies and Model Schools.

71. It is the duty of the Inspector of Superior Schools :—

1. To inspect the Protestant Academies and Model Schools of the Province at any time from 1st of October to the 1st of May, giving one day at least to the inspection of each Model School and two days to the inspection of each Academy ;

2. To examine the buildings and furnishings of each school, and the condition of the outhouses ;

3. To note the number of pupils on the roll, and the number present on the day of inspection ;

4. To ascertain how far the course of study is being carried out in each school and what, if any, are the obstacles to this being done fully ;

5. To inquire into the work and the progress of the work in the several grades ;

6. To examine the time-table, and ascertain whether it is judiciously framed or not ;

7. To take notes of each teacher's method of conducting his classes, whether he enlists the interest and attention of his pupils, whether there are indications of careful preparation for the work on his part or not ;

8. To note the strong and weak points of each school ;

9. To give each teacher, privately, such judicious hints and suggestions in the conduct of his school as may seem necessary in the circumstances ;

10. To fill up the bulletin furnished by the Superintendent for each school ;

11. To submit a general annual report upon the prescribed work of inspection at the September meeting of the Committee, along with the tabulated returns of the results of the written examination, and to submit an interim report upon the work of inspection at each of the three remaining quarterly meetings of the Committee ;

12. To prepare the examination papers in accordance with the authorized course of study, that is, fifteen subjects in Academies and thirteen in Model Schools, and to submit them to the sub-committee on examinations, for revision and approval.

72. The Inspector of Superior Schools shall, in the tabulated returns of the written examination, report in regard to each school :—

1. The number of pupils on the roll for the term in which the examination is held, and the number present on the day of examination.

2. The number of pupils presented for examination in each grade.

3. The number of pupils not classed in any grade, and the subjects taken by them.

4. The number of pupils that have passed in each grade, and the number that have failed in each.

5. The information required in the form of report, in which the standing of the pupils in the several grades shall be given, and separately the standing of the ungraded pupils in the subjects which they have taken, along with a copy of the examination papers.

Written Examination of Academies and Model Schools.

73. There shall be an annual written examination of the Protestant Academies and Model Schools held simultaneously under the direction of local deputy-examiners appointed by the Protestant Committee.

The examination papers shall not be sent to a school which refuses to remunerate its deputy-examiners.

+74. In these written examinations pupils shall be considered as having passed in their respective grades provided they pass in Writing, Spelling, Arithmetic, Grammar, Geography, History, Scripture, French, Physiology and Hygiene and Drawing, and also in two of the remaining subjects in their respective grades.

+75. The papers for these examinations shall be prepared by the inspector of superior schools. Pupils who pass in the subjects prescribed for their respective

grades will be entitled to receive certificates to this effect from the Department of Public Instruction.

†76. Pupils of Grade III. Academy Course, shall take the University School Examinations for the Certificate of Associate in Arts and those who pass for the Certificate of Associate in Arts shall be held to have passed in their Grade.

2. No pupil shall be allowed without the concurrence of the Inspector of Superior Schools, to proceed to these examinations from any of the Superior Schools under the supervision of the Protestant Committee before having passed in Grade II. Academy.

3. No pupil shall be accepted for these examinations from a Model School that is not equipped as an Academy in point of staff.

†77. The examination of the pupils of Grade III. Academy Course, for the certificate of Associate in Arts, will be in accordance with the standard prescribed in the course of study for that grade.

78. The examination shall be held the first week in June.

79. Pupils over eighteen years of age may receive the certificates of the Universities and the title of Associate in Arts, but they shall not be ranked with the other candidates.

80. The examination papers, including those for the A. A. Examination, shall be distributed from the Department of Public Instruction by the inspector of superior schools, and the answers of the pupils shall be returned to the Department in accordance with instructions to deputy-examiners. The answers of the pupils of Grade III. Academies shall be transmitted directly to the secretary of the Board of Examiners of the Universities, for examination and report thereon for the information of the Protestant Committee.

81. The maximum number of marks for each subject shall be as follows :—In Grade I. 50 ; in Grade II. 75 ; and in Grade III. 100. In the examinations, pupils shall not be considered as having passed in any subject unless they have obtained at least one-third (and in the case of Reading and Dictation three-fourths) of the marks attainable in that subject.

†**82.** The examination papers prepared by the inspector of superior schools shall consist of nine questions in each subject, arranged in three groups, only one question from each group to be answered by pupils of Grade I. and II. Model School Course, and two from each group by pupils of other Grades.

83. Two papers shall be prepared for the Academy Grades I. and II. on each of the subjects of English, Geography and History in accordance with the course of study, but at the option of the teacher, the deputy-examiner may adopt one of the two as the examination paper for the two grades. No pupil, however, shall select questions from more than one of such papers.

84. In order to be eligible for examination a pupil must be in attendance ninety days at least, during the current scholastic year.

Privileges granted to successful pupils.

85. Pupils who have passed for the certificate of Associate in Arts and who have taken two-thirds of the aggregate marks, and who have passed in French, shall be eligible, without further examination, to enter the Model School class of the McGill Normal School ; and pupils who have passed Grade III. of the Model School shall be eligible to enter the Elementary class without examination.

†2. Candidates for teachers' diplomas under the Central Board of Examiners, who are Associates in Art of not more than two years' standing, are entitled to exemptions as provided in Regulation 41.

3. Associates in Arts who have passed in Latin, Greek, Algebra and Geometry, may, without further examination, enter the Faculties of Arts of the two Universities of McGill College and Bishop's College. Those who have passed in Algebra, Geometry and Trigonometry, may enter the Faculty of Applied Science of McGill University.

4. The Secretary of the Protestant Committee will, on application, furnish successful pupils with evidence of their qualifications with reference to the Normal School and Boards of Examiners.

86. Deputy-examiners shall observe the following instructions :—

1. The pupils shall be under the direct and careful supervision of the deputy-examiners throughout the examination.

2. The examination questions shall be sent to the deputy-examiners in sealed envelopes, and the examinations shall be held on the days and during the hours, and these only, which are specified on the envelopes.

3. Before opening the envelopes for the first hour of the examination, the deputy-examiner shall read aloud the special instructions to pupils.

4. The answers of the pupils shall be written upon half-pages of foolscap paper, fastened together at the top left hand corners. The pupils shall use no other paper than that provided for them. The use of blotting paper or the printed examination paper or slates, for rough drafts or for any writing whatever, is strictly forbidden.

5. No persons, except the head teachers and the deputy-examiner shall be admitted into the schoolroom during the examinations, and neither teacher nor deputy-examiner shall communicate with any pupil during the progress of any examination. Any necessary instruction shall be given aloud to the whole class.

6. At the hour appointed for each subject, after all books have been removed from the desks occupied, and the pupils have been given their allotted places, and provided with paper, blotting paper, pens and ink, the envelopes for that hour shall be opened and the examination papers distributed to the pupils.

7. The examination papers or any question therein may be read aloud to the pupils by the deputy-examiner; but no explanation, whatever, shall be given as the meaning or purport of the questions.

8. No pupil shall be permitted to enter the examination room, after the expiration of an hour from the commencement of the examination, nor after a pupil has left the examination room. Any pupil leaving the examination room after the issue of the examination papers in any subject shall not be permitted to return during the examination of the subject then in hand.

9. At the close of the time allotted for each subject, the answers of the pupils shall be collected by the deputy-examiners, placed in the appropriate envelope provided for the purpose, and sealed in the presence of the pupils, without being read by the teacher or deputy-examiners. No paper shall be returned to the pupils for corrections or additions after it has been received from the pupils.

10. At the close of the examination, the envelopes containing the pupils' answers in the several subjects, shall be carefully packed together and forwarded to

the inspector of superior schools, Department of Public Instruction, Quebec.

11. No pupil shall give or receive assistance of any kind in answering the examination questions. Any pupil detected (*a*) in taking into the examination room or having about him any book or writing from which he might derive assistance in the examination; (*b*) in applying under any circumstances whatever to other pupils; (*c*) in answering under any circumstances whatever applications from other pupils; (*d*) in exposing written papers to the view of other pupils; (*e*) in endeavouring to overlook the work of other pupils, shall be immediately dismissed from the examination by the deputy-examiners. The plea of accident or forgetfulness shall not be received.

12. The head teacher and the deputy-examiners of each school shall sign the following declaration at the close of the examination and forward it to the inspector of superior schools:—

We hereby solemnly declare that the examination of ———— has been conducted strictly in accordance with the special regulations prescribed for such examinations, that the envelopes containing the printed examination papers were opened, and that the envelopes containing the answers were sealed, in the presence of the pupils and at the times specified, and that answers forwarded to the Department have been given, to the best of our knowledge, by the pupils themselves, without assistance from deputy-examiner, teacher, fellow pupils, memoranda or text-books, during the time of examination.

Signature { *Deputy-Examiners.*
 { *Teacher.*

87. The following instructions shall be observed by the pupils:—

1. Write your name (or number in case of Grade III. Academies), on the right hand upper corner of each page.

2. Write as plainly as you can, and use one side only of the paper.

3. Leave a margin on the left hand side of the page. Write in the margin nothing but the number of the question you are about to answer. Do not write the question itself. Two answers on the same page must be separated by a line.

4. You must on no account ask any one to explain the meaning of any question.

5. The full number of sheets, fastened together and given to you for writing your answers, must be returned. No sheet is to be separated, torn out, or destroyed. Draw your pen through any writing not intended as an answer or part of an answer.

6. Your answers must be written upon the paper provided. The use of other paper, blotting paper, the printed examination paper, or slates, for rough drafts or any writing whatever, is strictly forbidden.

7. You must not communicate with any pupil or other person in the room, directly or indirectly, during the progress of an examination. You must not give or receive assistance of any kind in answering the questions, either from pupils, memoranda or books. Any infraction of this or the preceding rule will involve the loss of the whole examination.

NOTE.—No fees will be exacted for the examination of pupils of Academies under the control of the Protestant Committee, but in order to obtain the certificate from the Universities the prescribed fee, viz. : \$4.00 for A. A. certificates, must be paid to the Secretary of the University Examiners.

IV.

CONCERNING THE MCGILL NORMAL SCHOOL.

88. The McGill Normal School in the city of Montreal is established chiefly for the purpose of training teachers for the Protestant population, and for all other religious 'denominations of the Province of Quebec other than the Roman Catholic. The studies in this school are carried on chiefly in English, but French shall also be taught.

89. The Corporation of McGill University is associated with the Superintendent of Public Instruction in the direction of the McGill Normal School under the regulations of the Protestant Committee, and it is authorized to appoint a standing committee, consisting of five members, called "The Normal School Committee," which shall have the general supervision of the affairs of the Normal School.

90. It shall be the duty of this Committee, in conjunction with the Superintendent of Public Instruction, under the regulations of the Protestant Committee of the Council of Public Instruction, to watch over the interests of the school, to supervise its expenditures, to make by-laws for its government, to provide for all unforeseen emergencies, and to employ from year to year assistants in the Normal and Model Schools other than the principal and professors of the Normal School and the head master and head mistresses of the Model Schools.

*The Staff of the McGill Normal and
Model Schools.*

91. The professors of the Normal School shall be divided into two classes, Ordinary professors and as-

sociate professors. These shall be under the direction of a principal, who, as such, will have particular duties to perform, for which he will bear the responsibility. Any one of the ordinary professors may be chosen to fill the office.

2. Each ordinary professor may be required to teach several branches of study, and to devote the whole of his time to the Normal School.

3. The associate professors shall teach one or more separate branches, and shall not be required to devote the whole of their time to the school.

92. There shall be a Head Master of the Boys' Model School, a Head Mistress of the Girls' Model School and a Head Mistress of the Primary School, and they shall be under the general direction of the principal of the Normal School.

Annual Sessions of the Normal and Model Schools.

93. The Annual Sessions of the Normal and Model Schools shall begin on the first school day of September of each year and end in the Normal School on the last school day of May, and in the Model School on the last school day of June. Such holidays shall be kept as are prescribed by the Protestant Committee of the Council of Public Instruction, or by the Normal School Committee.

Course of Study.

94. The course of study in the Normal School shall embrace in each grade the subjects of the Syllabus of Examination for the teachers of that grade, together with such additional subjects as may from time to time be chosen by the Normal School Committee.

The Model Schools shall conform as closely as possible to the authorized course of study for Elementary and Model Schools.

Terms of Admission.

95. Any British subject who produces a certificate of good moral character from the minister of the congregation to which he belongs, and evidence to show that he has completed the sixteenth year of his age, may be admitted to examination for entrance into the Elementary School Class, or, if he has completed his seventeenth year, to the entrance examination of the Model School Class.

96. Previous to admission to the Elementary School Class every pupil-teacher shall undergo an examination as to his sufficient knowledge of reading, writing, the rudiments of grammar in his own language, geography, and arithmetic; before admission to the Model School Class he must give proof of his knowledge of the subjects of the previous year. Except as stated below, the examination shall take place before the principal, or before such other person as he may specially appoint for the purpose.

97. All candidates who present certificates of having passed in Grade III. Model School Course, and all holders of elementary school diplomas, shall be exempt from examination for admission to the Elementary School Class. All candidates who have passed at the A. A. examinations, taking two-thirds of the aggregate marks, and who have passed in French, and all holders of model school diplomas, shall be exempt from examination for admission to the Model School Class. Holders of elementary school diplomas, desiring admission to the Model School Class, shall be examined in Algebra, Geometry and French only.

98. No candidate is admitted to the Normal School until the provisions of the school laws respecting admission have been fulfilled.

99. Candidates shall be admitted to examination for entrance only at the times regularly appointed by the principal of the school at the beginning of the session. Candidates exempt from examination can only be admitted during the first week of the session except that teachers who may be actually engaged in teaching at the commencement of the session may, at the discretion of the principal, be admitted up to but not later than the close of the Christmas vacation. No teacher-in-training so admitted later than the first of October shall share in that part of the bursary fund which is distributed at Christmas.

Conditions of continuance in the Normal School.

100. Teachers-in-training guilty of drunkenness, of frequenting taverns, of entering disorderly houses or gambling houses, or keeping company with disorderly persons, or committing any act of immorality or insubordination, shall be expelled.

101. Each professor shall have the power of excluding from his lectures any student who may be inattentive to his studies, or guilty of any minor infraction of the regulations, until the matter can be reported to the principal.

102. All teachers-in-training must in order to continue in the Normal School pass the Christmas semi-sessional examinations.

103. In exceptional cases the principal of the Normal School may admit on trial to the classes persons whose qualifications may be insufficient for entrance. Such persons may be excluded from the school by the

principal whenever he may judge it best so to do ; but none shall be permitted to enter or to remain on trial after the semi-sessional examinations.

Boarding Houses.

104. The teachers-in-training shall state the place of their residence ; and those who cannot reside with their parents will be permitted to live in boarding houses, but in such only as shall be specially approved of. No boarding houses having permission to board male teachers-in-training will be permitted to receive female teachers-in-training as boarders, and *vice versâ*.

2. They are on no account to be absent from their lodgings after half-past nine o'clock in the evening.

3. They will be allowed to attend such lectures and public meetings only as may be considered by the Principal conducive to their moral and mental improvement.

4. A copy of the regulations shall be sent to all keepers of lodging-houses at the beginning of the session.

5. In case of lodgings being chosen by parents or guardians, a written statement of the parent or guardian shall be presented to the principal.

6. All intended changes of lodgings shall be made known beforehand to the principal or to one of the professors.

7. Boarding-houses shall be visited monthly by a committee of professors.

8. Special visitations shall be made in case of sickness being reported, either by professors or by ladies connected with the school ; and, if necessary, medical attendance shall be procured.

9. Students and lodging-house keepers are required to report, as soon as possible, all cases of serious illness and all infractions of rules touching boarding-houses.

Attendance on Religious Instruction.

105. Teachers-in-training will be required to state with what religious denomination they are connected; and a list of the students connected with each denomination shall be furnished to one of the ministers of such denomination resident in Montreal, with the request that he will meet weekly with that portion of the teachers-in-training, or otherwise provide for their religious instruction. Every Thursday after four o'clock will be assigned for this purpose.

106. In addition to punctual attendance at weekly religious instruction, each student will be required to attend public worship at his own church at least once every Sunday.

Privileges of Teachers-in-training.

107. All teachers-in-training are entitled to free tuition.

108. At the close of the semi-sessional examinations the sum of \$400 from the bursary fund will be divided among the forty most successful pupils who do not reside at home with parents or guardians during their attendance at the school. Similarly the sum of \$800 will be divided at the close of the sessional examinations. The remainder of the bursary fund will be divided as an allowance for travelling expenses among Teachers-in-training residing in the Province of Quebec at a distance of more than ninety miles from Montreal, in a proportion determined by the excess of distance

above ninety miles, it being provided that no allowance for travelling expenses shall exceed ten dollars.

109. All teachers-in-training who pass the semi-sessional examinations in the Normal School with 60 per cent. of the total marks and who have not fallen below 50 per cent. in any one of the groups of subjects, English, Mathematics, French and Miscellaneous, nor in any one of the subjects required by the Syllabus of Examination prescribed for diplomas of the grade to which they aspire, shall be entitled to continue in their classes after Christmas. Except by the special permission of the principal, none others shall be entitled to this privilege, nor to a share in the Christmas bursary.

110. All teachers-in-training who attain the standards defined above at the final examinations in the Normal Schools shall be entitled to diplomas of the grade of the class to which they belong, and, except with the concurrence of the principal of the school and the professor of each subject in which there has been failure, none others shall receive diplomas or share in the bursary fund.

111. All holders of elementary school diplomas obtained by reaching the standards defined above shall be entitled to admission to the Model School Class; none others, without the special permission of the principal. Such holders of elementary school diplomas as have taken not less than 75 per cent. of the total marks nor less than 60 per cent. of those in any subject essential to the diploma according to the Syllabus of Examination of the Protestant Committee of the Council of Public Instruction, shall be entitled to admission among the "selected students" mentioned in the following paragraph, but others may be so admitted by the principal.

Students for the Academy Diploma.

112. The Normal School shall bring up selected students at the end of the Model School year to the examinations for the entrance into the first year of the Faculty of Arts of the Universities. They may be examined either at the examinations for the Associate in Arts in June, or at those for the matriculation in autumn, and shall take the full course of study in the first and second year.

2. Such students shall be enrolled in the Normal School as students of the Academy Class, and shall be under the usual pledge to teach for three years. They shall engage in the practice of teaching at such times and in such schools as may be from time to time arranged by the principal in consistence with their college work, and shall be under the principal and the regulations of the Normal School.

3. On report of the colleges which such students may be attending that they have passed creditably in the Christmas and sessional examinations respectively they shall be entitled to bursaries, not exceeding thirty dollars per session, in aid of fees and board. Such bursaries may be paid by the Normal School Committee out of any fund available for the purpose.

4. On passing the intermediate, or equivalent examination, of the Universities, such students will be entitled to receive academy diplomas, in accordance with the regulations of the Protestant Committee of the Council of Public Instruction for such diplomas.

5. Such students may, with the advice of the principal, attend classes at McGill or its affiliated colleges, or at Bishop's College, and the Normal School Committee shall make such arrangements as may be possible for free tuition at such colleges.

6. It shall be competent to the principal of the Normal School to provide any tutorial assistance that

may in his judgment be necessary for academy students. Also, it shall be his duty in the case of optional studies to select for the students those required for the curriculum of the Normal School.

7. It shall be competent to students who have taken academy diplomas as above to continue for two years longer at the University, or to return thereto after teaching for a time, in order to take the degree of Bachelor of Arts, but they shall be held bound to fulfil their engagements to teach, and they shall not be entitled to bursaries.

Teachers' Institutes.

113. Institutes for the instruction of teachers in the Science and Art of Education and School Management, shall be held annually.

114. The Institutes shall be under the management of the (English) Secretary of the Department of Public Instruction and the principal of the McGill Normal School, as Directors, who shall be responsible to the Protestant Committee of the Council of Public Instruction for the proper conduct of the Institutes.

115. The directors shall, subject to the approval of the Protestant Committee, determine each year the number of Institutes to be held, the time and place for holding the same and the programme to be followed at each Institute.

116. Certificates of attendance at the Institutes shall be issued to members of such from and upon such conditions as may be determined from time to time by the directors with the approval of the Protestant Committee.

117. In conducting the Institutes the directors shall have the assistance of the professors of the McGill

Normal School and of the inspector of Protestant superior schools.

118. Until a special grant is made for the maintenance of the Institutes, the expenses incurred in connection therewith by the principal and professors of the McGill Normal School shall be defrayed by the Normal School.

V.

CONCERNING THE DUTIES OF SCHOOL COMMISSIONERS AND TRUSTEES.

School Grounds.

119. School sites shall, when possible, be in dry elevated positions, easily accessible, and provided with good water.

120. School sites shall, when possible, be isolated and so situated that the surroundings will not interfere with the work of the school room nor with the morals of the pupils.

121. School sites shall be as far removed as possible from swamp, or cemetery.

122. The school grounds shall be properly levelled and drained, planted with shade trees and enclosed by a substantial fence. They shall, when possible, not be less than a quarter of an acre in extent. A larger area shall be provided for large schools.

123. Separate closets or privies shall be provided for the sexes. A close fence, at least six feet in height, extending from the closets to the school building, shall separate the approaches to these closets.

124. Proper care shall be taken to secure cleanliness in these closets and to prevent unpleasant and unhealthy odours. The approaches from the schoolhouse to the

closets shall be so kept that the closets may be reached with comfort in all kinds of weather.

Schoolhouses.

125. The shoolhouse shall, when possible, be placed at least thirty feet from the public highway.

126. When the number of children of school age in a district exceeds seventy-five, the schoolhouse shall contain at least two rooms, when it exceeds one hundred and twenty-five three rooms, an additional room, at least, being required for each additional fifty children.

127. In each school room the area shall be at least fifteen square feet for each pupil, and the height from floor to ceiling at least ten feet, so as to give at least one hundred and fifty cubic feet of air space per pupil.

128. There shall be ante-rooms or cloak rooms for pupils of both sexes, separate from the school room, warmed and ventilated and supplied with hooks and with shelves for the pupils' luncheon. (The outside door should never open directly into the school room).

129. The heating apparatus shall be so placed as to give a uniform temperature of sixty-five degrees, determined by a thermometer, in the school room during school hours.

130. The windows of a school room shall be placed on both sides of the school room, or on the left side of the pupils and behind them, but never in front of the pupils. The area of the windows, collectively, shall not be less than one-sixth of the floor surface of the school room. The top of each window shall be carried up as near the ceiling as possible; and the bottom of the side windows shall be at least four feet from the floor of the room, and the bottom of the windows behind the pupils at least six feet from the floor.

131. The windows shall open readily from the top and bottom, and when double windows are used a ventilator shall be provided at the top and bottom of each double window.

132. There shall be in every school room ample provision for the admission and circulation of pure air and for the escape of impure air.

133. The schoolhouses are to be built in accordance with plans and specifications furnished or approved by the Superintendent.

134. School boards shall see that each schoolhouse is kept in good repair, that the windows are properly filled with glass, and that suitable fuel is provided; that the desks and seats are in good repair, that the outhouses are properly provided with doors and kept clean, that the blackboards are kept painted, that there is a supply of good water, and that everything that is necessary for the comfort of the pupils and the success of the school is provided. When a manager is appointed, the school board shall see that he performs his duties in a proper manner.

135. No public schoolhouse or school ground or any building, furniture, or other thing pertaining thereto, shall be used or occupied for any other purpose than for the use or accommodation of the public school of the district, without the express permission of the school board or the chairman thereof, and then only on condition that all damages are made good by the persons obtaining permission, and that the school room is properly cleaned before the time for opening the school.

136. The teacher has charge of the schoolhouse on behalf of the school board. He has no authority to use the schoolhouse other than as directed by them, without their sanction. At the request of the school board he must at once deliver up the key of the schoolhouse to the chairman.

School Furniture and Apparatus.

137. A sufficient number of seats, provided with backs, and desks shall be provided for the accommodation of all the pupils ordinarily in attendance at the school.

138. The seats and desks shall be so arranged that the pupils may sit facing the teacher. Not more than two pupils shall be allowed to sit at one desk.

139. The height of the seats shall be so graduated that all pupils may be seated with their feet firmly upon the floor. (To accommodate pupils of all ages the desks should be of three different sizes).

140. The seats and desks shall be fastened to the floor in rows with aisles at least eighteen inches in width between the rows; passages, at least three feet wide, shall be left between the outside rows and the side and the rear walls of the room, and a space from three to five feet wide, between the teacher's platform and the front desks.

141. Each desk shall be so placed that its edge will be directly over the edge of the seat behind it. The desk shall be provided with a shelf for pupils' books.

142. There shall be a teacher's desk of convenient form with lock and key placed upon a dais or platform at least six inches in height.

143. There shall be a cupboard, provided with lock and key, for the preservation of school records and apparatus.

144. There shall be a blackboard, at least three feet six inches wide, extending across the whole room in rear of the teacher's desk, with its lower edge not more than two and a half feet above the floor or platform; and, when possible, there shall be an additional blackboard on each side of the room. At the lower

edge of each blackboard there shall be a shelf or trough for holding crayons and brushes.

145. There shall be in every school room a jacketed stove (unless another system of heating is used) a wood-box or coal-bucket, a shovel, a poker, a broom, a water-bucket, a drinking cup, a hand bell, a clock, a thermometer, a copy of the school regulations, a copy of the authorized course of study, and an authorized school journal; and in every school a standard dictionary, a visitors' register, a set of tablet lessons of Part I. of the First Reader, a supply of crayons and blackboard brushes, a waste paper box, a map of North America, a map of Canada and a map of the Province of Quebec.

146. Provision shall be made by every school board for sweeping each schoolhouse daily and for scrubbing the floors at least once every two months, and for making fires one hour before the time for opening school when requisite; but it is not the duty of teachers to do this work.

The School Year.

147. All schools shall be closed from the 1st July to the 15th August each year; but any school board may, with the approval of the Superintendent, open one or more of its schools during this period when the circumstances of the school render it necessary.

148. The schools of a municipality shall open each year after the 15th of August, and not later than the first Monday in September, as may be determined by resolution of the school board of the municipality.

149. The schools of each municipality shall continue in session each day, except the holidays hereinafter provided, from the date appointed for the opening until the close of the school session. In school municipalities

where the school session is less than ten months the school boards may provide by resolution for closing the schools during the breaking up of the roads.

150. The holidays for the Protestant Schools of the Province shall be as follows :

Every Saturday and Sunday ; From 24th December to 2nd January inclusive ; Good Friday ; The Queen's Birthday ; Dominion Day ; and such days as are proclaimed by authority or granted by resolution of the school board of the municipality or by the Superintendent of Public Instruction.

School Hours.

151. The school hours shall be from nine o'clock in the forenoon till four o'clock in the afternoon, unless the school board by resolution prescribes a shorter period.

There shall be a recess of not less than ten minutes each forenoon and afternoon, and a recess of one hour at least shall be allowed for recreation during the middle of the school day.

Engagement of Teachers.

152. Each school board shall engage its teachers for the time, at least, that the schools are to be in operation during the school year, and not for any less period, except to replace a teacher retiring before the end of the school year.

153. Each school board shall appoint a day, and give due notice thereof, upon which they will meet and receive applications and engage teachers for all the schools of the municipality.

154. In the engagement of teachers the school board shall consider the special needs and circum-

stances of the several schools under its control and shall allot the teachers among these schools so as best to promote the interests of the whole municipality.

155. No school board shall require or permit any teacher under its control to “*board around*” among the inhabitants of the district.

156. The teacher’s engagements for Protestant schools shall be made in accordance with Form No. 4.

157. Whenever the average attendance of an elementary school exceeds fifty a second teacher shall be engaged for that school by the school board.

Religious Instruction.

158. Religious Instruction shall be given in all public schools, but no person shall require any pupil in any public school to read or study in or from any religious book, or to join any exercise of devotion or religion, objected to in writing by his or her parents or guardians.

159. Every Protestant school shall be opened each day with the reading of a portion of the Holy Scriptures followed by the Lord’s Prayer.

†**160.** In all grades of Protestant schools the first half hour of each day shall be devoted to the opening exercises, (prescribed by the preceding Regulation,) instruction in morals, and Scripture History. The Holy Scriptures and the authorized text-books shall be used for this purpose. No denominational teaching shall be given in such schools.

Authorized Text-Books and Forms.

161. Each school board shall, during the year following each quadrennial revision, select from the authorized books a list of text-books for use in the

municipality, naming one book, or one graded set of books, in each subject of the course of study, and shall insist upon their use in the schools of the municipality to the exclusion of all others. A copy of this list shall be placed in each school of the municipality, and a copy shall be sent to the English Secretary of the Department of Public Instruction. (An additional series of reading books may be selected for supplementary reading.)

162. School boards shall provide and use the authorized forms of teachers' engagements, account-books, school journal and school visitors' register in their municipalities.

*Secretary-treasurer's expenses, as provided by
2112, R. S. Q.*

163. The secretary-treasurer shall be provided by the school commissioners or trustees with a suitable minute-book, account-books, and other stationery required for their work.

164. The school commissioners and trustees shall, if possible, hold their meetings in the most central school of the municipality, and if they hold their meetings at any other place, they shall not pay rent therefor without the permission of the Superintendent.

165. When a secretary-treasurer travels upon business of the school corporation he shall be paid his just travelling expenses; but any indemnity which may have been accorded him by a court of justice or by any legislative or municipal body for the same journey shall be deducted from his expenses.

166. A secretary-treasurer shall only be considered to travel upon business of the corporation when he is specially authorized to do so by a resolution adopted at a regular meeting of the school corporation stating the

object of the journey, or, if there is not time for a meeting, upon an order signed by the chairman or in his absence by two members of the school corporation.

167. In the cities, towns and municipalities, of which the population amounted at the taking of the last census, to more than three thousands souls, or of which the extent is more than nine miles in length, there shall be allowed a certain sum for taking the census of the children, upon a requisition to that effect addressed by the commissioners or trustees to the Superintendent and approved by the school inspector.

168. Every sum allowed to the secretary-treasurer, or otherwise paid out in accordance with the preceding regulations, shall be paid out of the funds of the school municipality and shall be accounted for in the ordinary manner.

Poor Municipalities.

169. Those school municipalities only, whose annual share of the government grant is less than two hundred dollars, are eligible for a grant from the Poor Municipalities Fund.

170. Municipalities, desiring to obtain a grant from the Poor Municipalities Fund, must make application to that effect to the Superintendent on or before the 1st September each year.

171. This application must be accompanied by a certificate from the school inspector stating (1) that the school law and regulations have been faithfully carried out in the municipality; (2) that the teachers are competent; (3) that there are no arrears due by solvent persons; (4) that the municipality is poor and cannot contribute more than it does for school purposes.

172. School municipalities that have failed to comply with the instructions of the Superintendent shall receive no share of the Poor Municipalities Fund.

VI.

CONCERNING TEACHERS.

173. When two or more teachers are employed in a school one shall be the head teacher. The head teacher shall be responsible for the organization, classification, and discipline of the whole school, and shall prescribe, (with the concurrence of the school board), the duties of the assistant-teachers.

174. Teachers shall not absent themselves from school nor close their schools on regular school days without permission from the school board or the chairman thereof, unless in case of sickness or other unavoidable cause, in which case the absence shall be immediately reported to the school board.

175. It is the duty of a teacher in a public school :

1. To see that the schoolhouse is ready for the reception of the pupils at least fifteen minutes before the time prescribed for opening the school in the morning, and five minutes before the time for opening in the afternoon ;

2. To give vigilant attention to the ventilation and temperature of the school rooms, and to determine the temperature by a thermometer. At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room ;

3. To give strict attention to the proper cleanliness of the schoolhouse and outbuildings, to make and enforce such rules as will ensure the keeping of the school grounds and outbuildings in a neat and cleanly condition, and to inspect these at least once each day ;

4. To see that no damage is done to the furniture, fences, outbuildings, or other school property, and to give notice in writing to the school board of any such damage and also of any necessary repairs ;

5. To see that the schoolhouse and outbuildings are locked at all proper times, and when not locked to see that they are under the charge of a teacher, or of a monitor for whose faithfulness the teacher shall be responsible, (or of a caretaker after school hours ;)

6. To classify the pupils strictly according to the authorized course of study ;

7. To require each pupil to do thoroughly the work prescribed for one grade before promoting him to the next higher grade. Pupils who have fallen behind in the work of their grade shall be placed in the next lower grade ;

8. To prepare and keep in a conspicuous place in the school room, for the guidance of teacher and pupils, a time-table showing the order of exercises for each class for each day in the week, and the time devoted to each exercise per day ;

9. Not to require nor permit any pupil to use as a school text-book any book not included in the list of text-books prescribed for the use of pupils in the municipality ;

10. To open the school each morning with reading a portion of the Holy Scriptures, followed by the Lord's Prayer ;

11. To furnish the pupils with constant employment during school hours, and to endeavor by judicious and diversified methods to render the exercises of the school pleasant as well as profitable ;

12. To make special preparation beforehand for each day's work with the several classes ;

13. To teach diligently and faithfully all the subjects of the authorized course of study ;

14. To explain each new lesson assigned, pointing out the difficult parts, that every pupil may know what he is expected to do for the next recitation and how it is to be done ;

15. To give his undivided attention to the school work, and not to engage in any private business or work on the school premises during school hours ;

16. To use such methods to secure discipline as may be adopted by a kind, firm and judicious parent in his family, avoiding corporal punishment, except when it shall appear to be imperatively necessary, and then a record of the offence and the punishment shall be made in the school journal. All degrading and unusual punishments shall be avoided. Teachers are specially warned not to inflict any blow with the hand or otherwise upon the head of a pupil ;

17. To read to the pupils, from time to time, the school regulations that apply to them, that they may have a clear understanding of the rules by which they are governed ;

18. To preserve a careful oversight of the conduct and habits of the pupils during school hours ;

19. To keep, in the prescribed form, a journal of the daily attendance, and to enquire into causes of tardiness and absence ;

20. To keep the visitors' register, and to allow visitors free access to the same ;

21. To make up all returns required by the superintendent, the inspector and the school board, as far as the information required can be supplied ;

22. To carry out the suggestions of the inspector to the best of his ability ;

23. To preserve for reference the educational journal and other works, etc., furnished to the school, and on retiring from the school to leave them in order for his successor ;

24. To endeavor to improve his professional status by attending the teachers' meetings held in the county, and, if possible, the annual Teachers' Institute, and by professional reading.

VII.

CONCERNING PUPILS.

176. It is the duty of every pupil to attend school punctually and regularly, to follow the authorized course of study, to conform to the regulations of the school, to obey promptly all the directions of the teacher, to be diligent in study, respectful to teachers, kind and obliging to schoolmates, clean and neat in habits, person and clothing, and to refrain entirely from the use of profane and vulgar language.

177. No pupil who is affected with, or exposed to, any contagious disease shall be permitted to attend school until he produces medical or other satisfactory evidence that all danger from his mingling with the other pupils, or from his exposure to the disease, has passed away.

178. Pupils are required to procure the text-books and other school requisites indicated by the course of study for the class to which they belong.

179. The school board may provide and lend to indigent pupils, with due precautions for their proper preservation, text-books and other school requisites.

180. In all cases of absence pupils are required to furnish from their parents or guardians on returning to school sufficient reasons for such absence.

181. No pupil shall be permitted to leave at any time before the regular hour for closing his class, except in case of sickness or on a written or personal request of his parent or guardian.

182. Each pupil is required to be present at each inspection and examination of his school or department, or to present a satisfactory excuse for absence.

183. Each pupil shall have a particular desk, and shall keep the same and the floor beneath it in a neat and orderly condition.

184. Pupils of one district shall not attend the school of another district unless by special permission of the school board.

185. When the school board establishes more than one department or school in a district, all the pupils shall be classified according to their attainments and shall attend such department therein as they shall be found qualified for, as determined by proper examination.

186. Pupils shall be responsible to the teacher for their conduct on the school premises and also when going to, or returning from, school, unless they are accompanied by their parents or guardians.

187. Any school property or furniture, injured or destroyed by a pupil, must be made good forthwith by the parent or guardian.

188. When the ordinary discipline of the school fails to secure becoming conduct in a pupil, the teacher shall notify the parents of the fact. If no improvement takes place, the teacher may then suspend him from the school for a period not exceeding five school days. If the suspension be for refusal to do some definite act that may rightfully be demanded, it may be extended until the offender returns and does that which he had refused to do.

189. Whenever any teacher suspends a pupil, he shall at once notify the parents or guardians in writing stating the length of time for which the pupil is suspended and the reasons for such suspension.

190. When it becomes evident that the conduct of a pupil is such as to endanger the morals of his

companions, or the authority of the teacher and the ordinary modes of discipline fail to secure amendment, the head teacher may report the pupil to the school board for expulsion, and may suspend the pupil pending the decision of the school board.

191. Any pupil expelled from school by the school board shall not be re-admitted to any school in the municipality without the written consent of the school board; but any pupil expelled from school who shall express to the teacher his regret for his conduct as openly and explicitly as the case may require may, with the approval of the teacher and the school board, be re-admitted to the school.

VIII.

CONCERNING APPEALS TO THE PROTESTANT COMMITTEE FROM THE DECISIONS OF THE SUPERINTENDENT

192. Any person who desires to appeal to the Protestant Committee from the decision of the Superintendent shall do so by petition and in conformity with the following provisions :

1. The petition addressed to the Protestant Committee of the Council of Public Instruction shall be forwarded to the secretary of the committee by registered letter or it shall be served on him by a bailiff ;

2. This petition shall state the grounds or reasons of the appeal, and no others will be taken into consideration by the committee ;

3. The persons interested shall appear before the committee or a sub-committee, personally (or by their attorney if they desire), otherwise the committee will proceed against them by default ;

4. The superintendent shall submit to the committee all the documents in his possession relative to said appeal, and no other document concerning matters or facts which may have happened since the judgment which is appealed against, was rendered, shall be produced before the committee;

5. The Superintendent, if he desires to do so, shall give to the committee explanation concerning the question or questions which form the subject of the appeal, in the presence of the persons interested;

6. The appeal shall be made within fifteen days from the day in which the judgment of the Superintendent is communicated or transmitted to the representatives of both appellants and respondents;

7. No petition in appeal will be received by the committee unless accompanied with a deposit of four dollars to pay for copying documents required for the appeal.

IX.

CONCERNING TEXT-BOOKS SUBMITTED FOR AUTHORIZATION.

193. Persons desiring to submit a text-book to the Protestant Committee for authorization shall forward one dozen copies of the book to the Superintendent for examination, stating the retail price and the price per dozen.

2. Before final authorization of any book the publisher must legally bind himself to supply said book, in harmony with price and quality of samples submitted, as may be needed for schools under the jurisdiction of the Protestant Committee, for a term of at least five years.

194. A sample copy of every edition of every book authorized by the Protestant Committee shall be deposited in the Department of Public Instruction by the publisher, and no edition of any book shall be considered as approved without a certificate to that effect from the Superintendent of Public Instruction, which certificate may be withdrawn at any time at the request of the committee.

195. Every authorized book shall bear the imprint of the publisher, and shall show upon the cover or title page the authorized retail price, and no part of the book shall be used for advertising purposes, without the written consent of the Superintendent of Public Instruction.

196. No alterations in contents, typography, binding, paper, or any other material respects, shall in any case be made without the approval of the Protestant Committee.

197. Any books recommended as aids to teachers, for private reference or study, shall not be used as text-books by the pupils.

FORM NO. 1.

Form of Certificate of Moral Character.

“This is to certify that I, the undersigned, have personally known and had opportunity of observing.....

.....
for the.....last past; that during all such time *his* life and conduct have been without reproach; and I affirm that I believe *him* to be an upright, conscientious and strictly sober *man*.”

(This certificate must be signed by the Minister of the congregation to which the candidate belongs and by two school commissioners or trustees or school visitors.)

§ FORM No. 2.

Canada. } Protestant Committee of the Council
 Province of Quebec. } of Public Instruction.

We hereby certify that..... a native of
aged.....residing at.....
 and professing the Protestant faith, has produced the requi-
 site certificates, passed the examinations, and fulfilled the
 conditions prescribed by the School Law and Regulations
 for Candidates for the position of Inspector of Protestant
 Schools to the satisfaction of the Protestant Committee.

We further certify that a.....class certificate has
 been granted to him and that he is, therefore, eligible for
 appointment as Inspector of Protestant Schools in the
 Province of Quebec.

In witness whereof, by order of the Protestant Committee
 of the Council of Public Instruction, we have hereunto
 affixed our hands the..... day of.....in the year 18....

.....Chairman.

.....Secretary.

§ FORM No. 3.

To the Secretary,

Protestant Central Board of Examiners, Quebec.

SIR,

I, (*name in full*).....residing at
 (*Post Office*) county of.....professing the
Faith, have the honor to inform you that
 I intend to present myself at....for the
 examination for.....diploma in July next.

I enclose herewith:—

1. A certificate that I was born at.....county of
on theday of the month
 of.....18....

2. A certificate of moral character according to the
 authorized form.

3. The sum of.....dollars for examination fees.

(*Signature in full.*)

FORM No. 4.

Canada,
Province of Quebec. } Municipality of .

On the day of the month in the year
18 , it is mutually agreed and stipulated between the
school of the municipality of
in the county of , represented by
their chairman under a resolution of the said
passed on the day of 18 , and
teacher holding a diploma for the Province of
Quebec and residing at as follows:—

The said teacher hereby makes an engagement with
the said school for term of year from the
day of 18 to the day of
18 (unless the diploma of the said teacher be with-
drawn, or any other legal impediment arise) to teach
the school in district No. , according
to the school law and regulations, every day during
said term except on holidays prescribed by the Regu-
lations for Protestant Schools.

The said agree to pay to the said teacher
the sum of for the said school year, payable
in current money and not otherwise, and
neither the secretary-treasurer nor any person shall
alter this method of payment.

Done at the day and date first above men-
tioned, and the parties have signed after hearing the
same read.

Chairman of the School

Teacher

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RESUMÉ OF
THE SCHOOL LAW.

RESUMÉ

OF THE

LAW OF PUBLIC INSTRUCTION.

THE DEPARTMENT OF PUBLIC INSTRUCTION.

***1882-3**—The Department of Public Instruction consists of a superintendent, who is appointed by the Lieutenant-Governor in Council, two secretaries, who have, under the superintendent, the general control of matters connected with the department, and such other officers as are required for the administration of the laws of public instruction.

1886—The superintendent, in the exercise of his functions, is bound to comply with the directions of the Council of Public Instruction, or with those of the Roman Catholic or Protestant Committee, as the case may be.

1889-92—It is the duty of the superintendent :—

1. To hold enquiries into difficulties concerning schools and school-houses ;
2. To compile and publish statistics ;
3. To submit to the government an annual statement of sums required for public instruction ;
4. To distribute grants to school boards ;
5. To prepare and distribute necessary blank forms, and advice on the management of schools ;

* These numbers refer to the articles of the revised statutes of the Province of Quebec.

6. To examine and control accounts of all persons receiving government grants for schools.

7. To make an annual report to the Legislature.

8. To investigate disputes arising between school commissioners and trustees and teachers, and to give a final decision.

THE COUNCIL OF PUBLIC INSTRUCTION.

1893—The Council of Public Instruction is composed (1) of the Roman Catholic bishops of the Province, *ex-officio* (now eleven in number); (2) of an equal number of Roman Catholic laymen; and (3) of an equal number of Protestants. The last two classes are appointed by the Lieutenant-Governor in Council.

1895-9—The superintendent is chairman of the council, and the two secretaries of the department are joint secretaries of the council. The superintendent provides a place of meeting for the council, calls special meetings of the same, and provides for its expenses.

1910—It is the duty of the Council of Public Instruction to consider such educational matters as affect the interests of both Roman Catholics and Protestants.

1894—The Council of Public Instruction is divided into two committees, the one consisting of the Roman Catholic and the other of the Protestant members thereof.

1901—Each committee has its meetings separate, and it may fix the period and number thereof.

It establishes its quorum, settles the mode of procedure at its meetings, appoints a chairman and secretary, and revokes such appointments at pleasure.

1903—The members of the Protestant committee may associate with themselves five persons to assist

them in their labors, and the Provincial Association of Protestant Teachers may appoint a sixth associate member.

Such persons do not form part of the Council of Public Instruction, but they have in the Protestant committee the same powers as the ordinary members of such committee.

1911—Everything within the scope of the functions of the Council of Public Instruction, which specially concerns the schools and public instruction generally of Roman Catholics, is within the exclusive jurisdiction of the Roman Catholic committee of such Council. In the same manner, everything within the scope of such functions, which specially concerns the schools and public instruction generally of Protestants, is within the exclusive jurisdiction of the Protestant committee.

1912-41—It is the duty of each committee:—

1. To make regulations for school inspectors, normal schools, public schools, and boards of examiners;

2. To cancel diplomas of teachers guilty of bad conduct, immorality, or intemperance;

3. To recommend the dismissal of school inspectors found guilty of bad conduct, immorality, intemperance, or neglect of duty;

4. To select, and arrange for the publication of, a suitable series of school text-books;

5. To hear appeals from the decisions of the superintendent;

6. To receive legacies for educational purposes;

7. To select and recommend for appointment school inspectors, professors of normal schools, the secretaries, and the members of boards of examiners;

8. To consider all matters and documents submitted by the secretary of the committee from the Department of Public Instruction.

SCHOOL INSPECTORS.

1942—School inspectors are appointed by the Lieutenant-Governor in Council on the recommendation of the committees. Their duties are:—

1. To examine the school teachers, schools and school-houses under their control ;

2. To inspect the accounts of the secretary-treasurers and the registers of the school commissioners or trustees ;

3. To ascertain whether the provisions of the school laws and regulations are carried out.

1944—No person can be appointed school inspector unless:—

1. He has attained the age of twenty-five years ;

2. He has obtained a diploma ;

3. He has taught school during at least five years ;

4. He has discontinued teaching not more than five years ;

5. He has been examined by one of the two committees.

1945—In the performance of his duties each inspector complies with the instructions given to him by the superintendent, in accordance with the regulations of the committees.

1946—The secretary-treasurer of each municipality and every teacher of a public school therein shall, under a penalty of eight dollars, exhibit to him all the documents in their charge belonging to or in any way relating to their respective offices.

SCHOOL VISITORS.

1950—School visitors may visit the public schools as often as they think desirable ; but visitors are entitled to visit only the schools of their own religious faith.

1954—Each visitor is entitled :—

To be present at examinations made by any board of examiners, and to question the candidates who offer themselves for examinations, and to give his opinion.

To have communication of the regulations and other documents relative to each school and of all other information concerning it.

1951—The following persons are school visitors for the whole Province :—

1st. Members of the two committees of the Council of Public Instruction ;

2ndly. Judges of the Supreme Court, of the Court of Queen's Bench, and of the Superior Court, residing in the Province ;

3rdly. Members of the Federal Parliament resident in the Province ;

4thly. Members of the Legislature of Quebec ;

5thly. The Secretaries of the Department of Public Instruction ;

6thly. The principals and professors of normal schools.

2nd. The following persons are visitors only for the municipality in which they reside :—

1st. Roman Catholic and Protestant clergymen ;

2ndly. Members of the Council of Arts and Manufactures ;

3rdly. The Mayor and the Justices of the Peace ;

4thly. The colonels, lieutenant-colonels, majors and senior captains of the militia.

BOARDS OF EXAMINERS.

1955—Boards of examiners for the examination of candidates for teachers' diplomas are established by proclamation of the Lieutenant-Governor in Council.

1957—The members (from five to fourteen in number) are appointed by the Lieutenant-Governor upon the recommendation of one of the committees of the Council of Public Instruction.

1958—These boards of examiners may be organized in two divisions, Roman Catholic and Protestant, in which case each division has the same powers as the whole board.

1962—It is the duty of these boards of examiners to examine candidates for teachers' diplomas, and to deliver diplomas to those deemed worthy, in accordance with the regulations of the committees of the Council of Public Instruction.

1966—The Lieutenant-Governor in Council, upon the recommendation of the Protestant Committee, has constituted a central board of examiners for the examination of candidates for teachers' diplomas. The central board alone has the right of issuing diplomas valid for the schools under the control of the Protestant committee.

1967—The central board of examiners is composed of not less than five nor more than ten members and a secretary, appointed by the Lieutenant-Governor in Council, upon the recommendation of the Protestant committee.

1968—It is the duty of the central board:—

1. To prepare the examination questions in the different subjects prescribed;
2. To submit the examination questions to the candidates at central localities;
3. To examine the answers given by the candidates, and, after due deliberation, to grant diplomas to the candidates deemed worthy.

1969—The examinations under the central board are conducted in accordance with the regulations of the Protestant committee.

1959—All persons desiring to act as teachers under this law shall, unless provided with a diploma from one of the normal schools of the Province, undergo an examination before one of the said boards of examiners and obtain a diploma.

School commissioners and trustees, and all persons entrusted with the management of schools, shall employ as teachers such persons only as are provided with diplomas as above mentioned, on pain of losing their share of the grants made for the encouragement of education.

1960—Nevertheless, every priest, minister and ecclesiastic, and every person forming part of a religious order instituted for educational purposes, or being a member of a religious community of women, shall be exempt from undergoing an examination before any of the said boards.

1965—The Roman Catholic or Protestant committee may require any teacher holding a diploma granted by a board of examiners to submit to examination *de novo*, by such board, and in default of any such teacher doing so, or in case of failure of such teacher thereupon for any cause to obtain a new diploma, the diploma previously granted shall become null and void.

SCHOOL MUNICIPALITIES.

1860—The term “school municipality” means any territory erected into a municipality for the support of schools under the control of school commissioners or trustees.

1973—The Lieutenant-Governor in Council may erect new school municipalities and subdivide or change the limits of old ones. School municipalities are under the control of five school commissioners (or three trustees) elected by the ratepayers.

1891—School commissioners may, if necessary, divide a school municipality into districts, and maintain one or two schools in each district.

1984—In order to be erected into a school district, a section of territory must contain at least twenty children over five and under sixteen years of age.

The commissioners or trustees may, however, allow one school district to contain a smaller number of children.

1981—No school district shall exceed five miles in length or breadth.

DISSENTIENT SCHOOLS.

1985—If, in any municipality, the regulations and arrangements made by the school commissioners for the management of any school are not agreeable to any number whatever of the proprietors, occupants, tenants or ratepayers professing a religious faith different from that of the majority of the inhabitants of such municipality, such proprietors, occupants, tenants and ratepayers may signify such dissent, in writing, to the chairman of the commissioners.

2. Such notice of dissent, which may be in the form appended, is made and signed in triplicate: one copy is served upon the chairman of the school commissioners, one copy is kept in the archives of the trustees, and one copy is sent to the superintendent of public instruction. Such notice should be given on or before the first of May.

Notice of Dissent.

To the chairman of the school commissioners of the
municipality of _____, county of _____
SIR,

We, the undersigned proprietors, occupants, tenants

and ratepayers of the municipality of _____, county of _____, professing the _____ religion, have the honor, under Article 1985 of the Revised Statutes of the Province of Quebec, to notify you of our intention of withdrawing, from the first of July next, from the control of the school corporation of which you are the chairman.

Given at _____ this _____ day of _____ 18 ____.

(Signatures of the dissentients.)

1986—During the month of July following the service of the notice of dissent, the said persons elect three school trustees, in the manner prescribed by Article 1997 and following.

1987—If in any municipality the ratepayers belonging to the religious denomination of the dissentients become the majority, they can give written notice of their intention to organize themselves under five commissioners. Such notice is given in triplicate on or before the first of May, and the election is held in July following.

1987a—In the case of the preceding article the former majority may give written notice of dissent in triplicate before the 15th of June, and elect three trustees in July following.

1988—Dissentients are not liable for any taxes or school rates which may be imposed by the school commissioners, except for the taxes for the then current year, or for taxes for the building of any school-house previously contracted for, or for the payment of debts previously incurred; provided always that such taxes are imposed within six months from the date of the receipt of the declaration of dissent.

But in the case of newly-organized municipalities, if the declaration of dissent be served upon the chairman

of the school commissioners, within one month after the organization of the school corporation, the dissentients are not liable for any taxes imposed by the school commissioners.

1989—The dissentients of a municipality may unite with an adjoining municipality of their own religious faith in supporting schools.

1990—The minority in a whole township (or parish) may unite in supporting a dissentient school, situated at any point in the township.

1991—If dissentients remain one year without schools, they may be replaced under the control of the school commissioners.

1993—If there is no dissentient school in a municipality, anyone belonging to the religious minority, having children of school age, may dissent and support a school in an adjoining municipality not more than three miles distant.

1996—Any person belonging to the religious minority may at any time become a dissentient, and any dissentient may, in like manner, declare his intention of ceasing to be a dissentient, subject, however, in either case to the restrictions of Article 1988.

The receipt by the chairman of the commissioners and the trustees of the declaration made, in either of the above-mentioned cases, is sufficient to place the persons so making the said declaration under the control of the commissioners or trustees, as the case may be.

2080—Trustees have the same powers and duties as school commissioners for the management of the schools under their control.

2081—The trustees are a corporation for the purposes of their own dissentient schools, and are entitled to receive from the superintendent shares of the general

school fund, bearing the same proportion to the whole sums allotted from time to time to such municipality as the number of children attending such dissentient schools bears to the entire number of children attending school in such municipality at the same time.

2082—Trustees alone have the right of imposing and collecting the taxes upon the dissentient inhabitants.

2083—Whenever the school trustees in two adjoining municipalities are unable to support a school in each municipality, it is lawful for them to unite, and to establish and maintain, under their joint management, a school situated as near the limits of both municipalities as possible, so as to be accessible to both.

In such case, the trustees jointly report their proceedings to the superintendent, who remits the share of the common school grant to the secretary-treasurer, whose name first appears on the report.

2084—The trustees are entitled to a copy of the collection roll in force, of the list of children capable of attending school, and of all other documents in the hands of the school commissioners, or of the secretary-treasurer, connected with the management of dissentient schools.

1997—On the first juridical Monday in July, or upon one of the following juridical Mondays, a general meeting of all the proprietors of real estate, inscribed as such on the valuation roll, and having paid all their taxes and other school contributions, of each municipality, shall be held for the election of a board of school commissioners or trustees.

2005—No person has a right to vote at such election unless he is a proprietor of real estate, inscribed on the valuation roll, and has paid all school contributions due by him.

2004—At such meeting the proprietors of real estate qualified to vote, elect five school commissioners or three trustees, as the case may be, or the number of commissioners or trustees required to fill the vacancies caused by the retiring of such of the commissioners or trustees as go out of office.

All persons so elected, except persons over 60 years of age and Roman Catholic and Protestant clergymen, are bound to accept the office to which they have been elected.

2003—The election commences at ten o'clock in the forenoon, and closes at five o'clock in the afternoon of the same day.

2002—§ 2. No one can be proposed for election unless, at the time, his name and surname, as well as the names and surnames of the voters who propose him, are given.

3. If, during the first hour after the opening of the meeting, as many candidates as there are school commissioners or trustees to be elected, or fewer candidates than the required number, have been proposed for election as school commissioners or trustees, the election is declared closed, and the presiding officer proclaims the candidates proposed for election duly elected.

4. One hour after the opening of the meeting, if more candidates have been put in nomination than there are school commissioners to be elected, the presiding officer, upon a requisition by five electors present, proceeds without delay to hold a poll, and to register the votes of the electors present.

Nevertheless, if, among the candidates put in nomination, there are any to whom there is no opposition, the presiding officer proclaims such candidates elected, and the poll is held for the other candidates only.

5. In the absence of a demand from five electors present to the effect that a poll be held, the presiding

officer proclaims school commissioners or trustees those candidates who have the majority of the electors present in their favor, after having established such majority by counting the electors who are in favor of each candidate.

2006—The clergymen of all religious denominations ministering in the school municipality, and all persons resident in the school municipality qualified to vote are eligible as commissioners or trustees. Non-residents, other than such clergymen, are not eligible.

2. Individuals of the dissentient minority cannot be elected or serve as school commissioners, or vote at the election of school commissioners; and, in like manner, the individuals of the majority cannot be elected or serve as school trustees, or vote at their election.

2007—No school commissioner or trustee can be a teacher of any school in his municipality, nor can he be a contractor for any work for any school corporation of which he is a member.

2008—No school commissioner or trustee can be re-elected, except with his own consent, during the four years next after his going out of office.

2009—The chairman of any general meeting for the election of school commissioners or trustees must, within eight days thereafter, report the proceedings thereof to the superintendent, and transmit to him a list of the persons elected thereat, under a penalty of five dollars. He must also, within the same delay, notify in writing the persons elected of their election. The commissioners (or trustees) meet, the Monday after receiving their notice, to elect a chairman.

2010—In case of death, change of domicile, or in case of incapacity, during three consecutive months, by reason of temporary absence, sickness, infirmity, or otherwise, school commissioners or trustees are replaced by election, held within one month after such vacancy occurs.

2016—For the municipalities in which no election of school commissioners or trustees has taken place within the time prescribed, the Lieutenant-Governor may, upon the recommendation of the superintendent, appoint commissioners or trustees.

2017—The school commissioners and trustees, elected at a general meeting, or appointed by the Lieutenant-Governor, remain in office for three years, except that after the first election or nomination of a board of commissioners or trustees, two in the case of commissioners, and one in the case of trustees, determined by lot, retire from office at the end of the first year, two of the remaining commissioners, or one of the remaining trustees, determined in the same manner, at the end of the second year, and the remaining commissioner or trustee, at the end of the third year.

The chairman is also liable to go out of office if it be so determined by lot.

MEETINGS OF SCHOOL COMMISSIONERS.

2024—The meetings of the commissioners or trustees are not public ; but the commissioners or trustees may admit such persons as may desire to be present on business.

2022—The secretary-treasurer calls such meetings by order of the chairman.

2023—When requested by two commissioners (or one trustee), the chairman is bound to call a meeting. These meetings are held in the municipality, or, with the permission of the superintendent, in an adjoining municipality.

MANAGEMENT OF SCHOOLS.

2026—1. It is the duty of school commissioners and trustees to appoint and engage, by resolution and

by written contract, teachers duly qualified to teach in the schools under their control.

2027—The engagement of a teacher must be for the term of a school year, except in special cases approved by the superintendent.

1860—In the school law the term “school year” means the twelve months from the first of July of one year to, and including, the thirtieth of June of the following year, and the term month means a calendar month.

2028—The school commissioners or trustees must, if they do not wish to continue the engagement of any teacher under their control during the year following, notify such teacher of their intention, in writing, two months before the expiration of his or her engagement, in default of which, such teacher shall be deemed to be re-engaged for the same school, and upon the same terms.

This provision shall not prevent the commissioners or trustees from cancelling the engagement of any teacher, for the causes set forth in paragraph two of Article 2026.

2029—All notices given collectively or simultaneously to teachers by commissioners or trustees, with the view of evading the provisions of the preceding article, and all agreements made with them for such purpose, are null and of no effect.

2030—Every teacher who does not intend to continue his or her engagement for the following year must give notice to the school commissioners or trustees similar to that required by Article 2028.

2026—2. It is the duty of school commissioners and trustees to cancel, after mature deliberation, at a meeting called for the purpose, the engagements of teachers on account of incapacity, neglecting faithfully to perform their duties, insubordination, misconduct, or immorality ;

3. To provide that the course of study authorized by one of the committees is followed in each school ;

4. To require that no other books be used in the schools under their control than those authorized by the committees ;

5. To establish general rules for the management of their schools, and to communicate them in writing to the teachers under their control ;

6. To fix the time of the annual public examination, and to attend the same ;

7. To name two or more from among themselves to visit each school under their control at least once in six months, and to report the state of the school, whether their regulations are strictly observed, the progress of the scholars, the character and capacity of the teachers, and every other matter relating to the management of the schools ;

13. To hear and decide disputes arising between the parents or children and the teachers.

14. To dismiss from school any pupil who is immoral in word or deed, or persistently insubordinate.

2078—School commissioners and trustees shall cause their secretary-treasurers to take, between the first day of September and the first day of October of every year, a census of the children in the school municipality, distinguishing those who are from five to seven, those from fourteen to sixteen, those from seven to fourteen years, and those actually attending school.

They shall transmit such census to the superintendent in their semi-annual report of the month of January each year.

2076.—The school commissioners or trustees may establish in the municipality a girls' school distinct from that for boys, and such girls' school shall be considered as a school district.

2077—If any religious community has already established an elementary school for girls, in any municipality, such community may place its school, from year to year, or as may be agreed upon, under the management of the commissioners or trustees, and it shall then be entitled to all the advantages granted by this law to public schools.

SCHOOL TAXES.

2036—It is the duty of school commissioners and trustees to cause to be levied by taxation, in their respective municipalities, the taxes deemed necessary for the support of the schools under their control.

2038—School taxes are imposed uniformly, according to valuation, upon all taxable real property in the municipality, and are payable by the owner, occupant, or possessor of such property, and are, if not paid, a special charge thereon, bearing hypothec, and not requiring registration.

2039—The superintendent may allow school commissioners or trustees to levy upon real estate, situate outside the limits of a town or village, but forming part of the same school municipality as such town or village, a tax of not less than one-half of that levied upon real estate comprised within the limits of such town or village.

2136—School taxes are imposed between the first day of July and the first day of September in each year, and must be paid at any time on demand, provided public notice be given at least thirty days before enforcing payment of the same.

2040—The secretary-treasurer of the school commissioners or trustees must collect from the ratepayers in the municipality a sum sufficient to pay the salaries of the teachers, at the expiration of each month of their

engagement. His half-yearly report to the Department of Public Instruction must show that this has been done.

2041—The Government grant is not paid except on the condition mentioned in the preceding Article.

2042—School commissioners or trustees, and the secretary-treasurers, for any infraction of the provisions contained in the preceding Article 2040, incur for each offence a fine not exceeding twenty dollars.

2174—The school commissioners and trustees may direct the payment, out of the general or local school fund in their hands, of such contingent expenses as are not specially provided for by this law.

2143—The school commissioners of any school municipality alone have the power of levying taxes on the lands and real estate of corporations and incorporated companies ; but they annually pay over to the trustees a portion of all the taxes levied by them on such corporations or companies, in the same proportion as the Government grant for the same year is divided between them and the said trustees.

2. The portion of taxes levied for the building of school-houses and for the payment of debts thus paid over to the trustees aforesaid, are set apart by them for the building or the repairing of their own school-houses.

3. In the case of two boards of school commissioners in the same territory such taxes are collected by the board having the largest number of ratepayers on its valuation roll.

2145—Any non-resident proprietor may declare in writing to the school commissioners and trustees his intention of dividing his taxes between the schools of the majority and those of the minority.

In that case, the school commissioners continue to levy and receive such taxes, and pay over to the trustees

such part and proportion thereof as the said proprietor may direct.

MONTHLY FEES.

2068—Over and above the taxes levied, the school commissioners and trustees fix the monthly fees to be paid to the secretary-treasurer for eight school months, and for the additional months the school is in operation, by the father or mother, tutor, curator or guardian for each child of age to attend school.

Such fees are for the use of the school district in which they are collected.

2069—Such fees cannot exceed in any case forty cents per month, and may be diminished, in the discretion of the commissioners or trustees, according to the means of the parents, age of the children, and course of instruction, but shall not be less than five cents per month.

The commissioners or trustees may, nevertheless, ask higher monthly fees in model schools and academies, and for the whole time the same are in active operation.

2070—The monthly school fees are exacted for each child from seven to fourteen years of age capable of attending school; but children from five to seven years and from fourteen to sixteen years of age residing in any school district, upon payment of the said monthly fees, have a right to attend the school thereof, and those from sixteen to eighteen have a right to attend the model school of the municipality.

2071—The monthly school fees, fixed by the commissioners or trustees, are collected in the same manner and at the same time as school taxes, or monthly in advance.

2072—School commissioners or trustees cannot exact monthly school fees :

1. From indigent persons ;
2. For insane, deaf or dumb children ;

3. For children who are unable to attend school owing to serious and prolonged illness ;

4. For children who are absent from the school municipality for the purpose of receiving their education, or for children in a college or other incorporated educational institution, or one receiving a special grant from the public funds, other than schools under the control of commissioners or trustees.

2073—The monthly fees payable for children attending a model school, a separate girls' school, or a school kept by some religious community, forming a school district, do not form part of the school fund ; but such monthly fees, to the amount established for the other children in the municipality, are payable directly to the teacher, and are for his or her use, unless a different agreement has been made between the school corporation and the teacher.

2074—School commissioners and trustees, in the semi-annual reports which they are bound to transmit to the superintendent, are required to state the amount of monthly fees fixed for each district, and the amount of such fees actually collected, either directly by them or by the teacher.

2075—If the school commissioners or trustees fail to fix the amount of monthly fees to be paid for the children in each district, or to cause the same to be collected, the superintendent, with the approval of the Lieutenant-Governor in Council, may refuse the school grant for the year to the school municipality, represented by such commissioners or trustees in default.

SCHOOL-HOUSES.

2032—3. It is the duty of school commissioners (or trustees) to do whatever may be expedient with regard to building, repairing, keeping in order or renewing all school-houses, lands, fences and moveable

property held by them, or to hire temporarily or accept the gratuitous use of houses and other buildings for the purpose of keeping school therein ;

4. To associate with themselves, permanently, or for a time only, managers to aid them in matters connected with the administration of the school-houses, the erection and repair, warming and cleaning thereof, and with keeping in good order the property, moveable and immoveable, belonging to the school.

2049—If it be necessary to purchase, build, rebuild, enlarge, repair or maintain one or more school-houses, in any district whatever, the school commissioners or trustees may, at all times, for the purpose, tax either the particular district or the whole municipality, according as one or the other plan has already been adopted in the municipality.

If a house for a model school be in question, the district in which the said school is situated is first taxed for an amount equal to that which it would have cost the district to erect an elementary school-house. The additional sum required for the model school-house is levied on the whole municipality, the district also paying its share.

2050—The superintendent may authorize the school commissioners or trustees of any school municipality, not being an incorporated town or village municipality, to build and maintain two or more school-houses in any school district.

2053—No tax exceeding the sum of three thousand dollars can be levied for the construction of a house for an academy or model school, nor exceeding the sum of sixteen hundred dollars for the construction of an elementary school-house, unless the school commissioners or trustees are specially authorized by the superintendent to expend a larger sum.

2. School-houses are built in accordance with and upon plans approved, or furnished, by the superintendent.

2054—Upon the recommendation of the superintendent, and with the approval of the Roman Catholic or Protestant committee of the Council of Public Instruction, as the case may be, school commissioners and trustees may devote to the maintenance of academies or model schools under their control, a sum which shall not exceed in any one year, one thousand dollars. The amount thus appropriated is included in the general tax raised by them.

2064—When a school district is divided by the creation of a new district or new municipality, the part on which the school-house is situated retains the property thereof, and refunds to the other an amount established *pro rata* by the valuation of the real property which was taxed for its erection.

2. The same rules are followed when the religious minority shall declare themselves dissentient, unless an understanding to the contrary be come to with the minority, the majority keep the said school-house on payment of an amount determined as above.

3. In either of the two cases the school commissioners or trustees of the municipality in which the said school-house is situated shall entrust three competent persons to make a valuation of the said school-house, and of the land upon which it is built, and such valuation approved by them shall be final.

4. If, after such valuation, the persons interested still do not agree, there is an appeal to the superintendent, and the latter, after the said valuation and an authentic copy of the valuation roll of the property of all the parties interested have been placed in his hands, pronounces a final decision.

5. In such cases the school commissioners or trustees

shall, without delay, apportion between the proper persons the amount to be paid, collect the money as soon as possible by legal process as in the case of collection of taxes, and render accounts to the persons interested.

2065—It is lawful for two or more school municipalities to unite, by mutual agreement, in maintaining a model school or an academy, and in erecting a building therefor.

2035—No school corporation shall, without the approval of the Lieutenant-Governor, upon the recommendation of the superintendent of public instruction, hypothecate, alienate, sell or exchange the property belonging to it, or borrow money thereon for school purposes.

SECRETARY-TREASURERS.

2087—Every school corporation has an officer called the secretary-treasurer, appointed by the school commissioners or trustees, and he remains in office during the pleasure of the said commissioners or trustees.

2088—Every secretary-treasurer is required before entering upon his duties as such, to give security to the school commissioners or trustees.

2095—The secretary-treasurer is the keeper of all the books, registers, plans, maps, archives and other documents and papers which are either the property of the school corporation, or are produced, filed and preserved in the office thereof.

He cannot divest himself of the custody of such archives, except with the permission of the school corporation, or under the authority of a competent court.

2096—The secretary-treasurer attends at all meetings of the school corporation and draws up minutes of all the acts and proceedings thereof, in a book kept for that purpose, and called "minutes of proceedings,"

2100—The secretary-treasurer collects and has charge of all moneys due or payable to the school corporation.

2101—He pays out of the funds of the school corporation, all sums of money due by it, whenever authorized to do so by such corporation.

If the sum to be paid does not exceed ten dollars, the authorization of the chairman is sufficient.

2102—Even in the absence of authorization from the school corporation, or from its chairman, it is his duty to pay, out of the funds of the corporation, any draft or order drawn upon him, or any sum demanded by any one empowered so to do by the provisions of the school law or regulations.

2103—No draft or order can, however, be legally paid, unless the same shows sufficiently the nature of the use to be made of the sum therein mentioned.

2104—No secretary-treasurer can, under a penalty of twenty dollars for each infraction :

1. Grant discharges to rate-payers, or other persons indebted to the school corporation for school taxes or other debts, without having actually received in cash or in lawful value the amount mentioned in such discharges ;

2. Lend directly or indirectly, by himself or by others, to rate-payers or other persons whomsoever, moneys received in payment of school taxes or belonging to the school corporation.

2105—The secretary-treasurer is bound to keep, in the form prescribed, books of account, in which he enters, according to date, each item of receipt and

expenditure, mentioning therein the names of all persons who have paid money into his hands, or to whom he has made any payment.

2106—He must keep, amongst the archives of the school corporation, all vouchers for his expenditure.

2107—The secretary-treasurer is bound to keep a "repertory," in which he mentions in a summary manner and in the order of their dates, all reports of acts of apportionment, valuation rolls, collection rolls, judgments, maps, plans, statements, notices, letters, papers and documents whatsoever, which are in his possession during the exercise of his office.

2108—The secretary-treasurer's books of account and vouchers for his expenditure, together with all the registers or documents in his archives, are open for inspection and examination by every interested party, or their attorneys, on the office days as established by the school corporation, between the hours of nine in the morning and four in the afternoon.

Such persons, either themselves or by their attorneys, may take all notes, extracts or copies which they require.

2110—The school commissioners or trustees may at any time remove the secretary-treasurer, and appoint another in his place.

2111—No teacher can be appointed secretary-treasurer.

2112—The remuneration of the secretary-treasurer cannot exceed seven per cent. upon the moneys received by him as such for all the services consistent with the duties of his office, which the school commissioners or trustees may require of him, except in cases specially provided for by the school law and by regulations upon the matter made by the superintendent.

Nevertheless the school commissioners or trustees may, by resolution, with the authorization of the

superintendent, grant a supplementary sum to the secretary-treasurer for the use of his office as well as for any other consideration thereby specified.

2115—School commissioners and trustees appoint one or two auditors to examine and audit the accounts kept by their secretary-treasurer, in office or out of office.

Such auditors are bound, in the month of July in each year, and when the school corporation requires, to make an examination of and to report respecting all accounts of the corporation and all accounts relating to any subject falling within their jurisdiction.

PAYMENT AND DISTRIBUTION OF THE COMMON SCHOOL FUND.

2173—The sums constituting the common school fund of the Province are paid to the superintendent in two semi-annual payments, and the superintendent pays their respective shares to the several boards of school commissioners and trustees, in two semi-annual payments.

2175—To entitle any school to its share of the general or local school fund, it is requisite and sufficient :

1. That it has been under the management of school commissioners or trustees in the manner directed by this law ;

2. That it has been in actual operation during at least eight months ;

3. That it has been attended by at least fifteen children (periods of epidemic or contagious diseases excepted) ;

4. That reports have been made to the school commissioners or trustees, by the teacher, and by at least two of the commissioners or trustees ;

5. That a public examination of the school has taken place ;

6. That a report, signed by the majority of the school commissioners or trustees, and by the secretary-treasurer, has been transmitted to the superintendent every six months, the first before the fifteenth day of January, and the second before the fifteenth day of July, in each year ;

7. That a sum equal to the grant made by the Legislature for the municipality, has been raised as herein provided ;

8. That teachers with diplomas have been employed therein ;

9. That the teachers have been paid every six months ;

10. That only those books authorized by the committees of the Council of Public Instruction have been used ;

11. That the regulations of the committees, and the instructions of the superintendent, have been observed.

2180—All sums arising from school grants, school taxes, and from any source other than monthly fees, form the school fund in each municipality, and are distributed and employed by them :

1. Either in proportion to the number of children from seven to fourteen years of age, in each school district, residing therein and capable of attending school, or

2. By making a common fund, out of which the school commissioners or trustees pay the expenses occasioned by the payment of teachers' salaries, the maintenance of school-houses, the purchase of books, school furniture, and other contingent expenses.

The school commissioners or trustees, after having adopted one of the two methods mentioned in the pre-

ceding article, cannot change it within two years unless by the authority of the superintendent.

In all cases, the school commissioners or trustees are required to deduct from such school fund a sum of eighty dollars for the support of a model school, if there is one in the municipality, in addition to the share which such model school is entitled to receive from such fund.

2181—The girls' school established under articles 2076 and 2077 is counted one school district, and the model school as another school district, without prejudice nevertheless to the grant of eighty dollars mentioned in the preceding article.

The share of the moneys to be allotted to the said girls' school and to the said model school, respectively, is determined by the number of children of school age residing in the school district in which such school is established.

2182—The superintendent may retain out of the school grant to which any municipality is entitled, the sum of eighty dollars, to support a model school in such municipality.

2179—The sum annually voted by the Legislature in aid of poor municipalities is distributed by the superintendent according to the division made by him, and which has been approved by the committees of the Council of Public Instruction.

SUPERIOR EDUCATION.

2204—The total aid to universities, classical colleges, industrial colleges, academies, and model schools granted under the provisions of this law, is divided between the totality of the Roman Catholic and Protestant institutions respectively, in the relative proportion of the

respective Roman Catholic and Protestant populations of the Province, according to the then last census.

2. Such grants are for the year only, and are not permanent.

2205—The sums paid over to the Provincial treasurer, arising from the celebration of marriages by Protestant ministers, are annually paid over to the superintendent to be apportioned, under the authority of the Lieutenant-Governor in Council, and in accordance with the recommendation of the Protestant committee of the Council of Public Instruction, among the Protestant institutions of superior education, in addition to and in the same manner as the other grants to these institutions.

TEACHERS' PENSION FUND.

2240—There is allowed to every person fifty-six years of age, who has taught ten years or upwards, an annual pension, based upon the average salary received by him during the years he has been engaged in teaching, and for which he has paid the stoppages.

2241—Such pension shall not exceed, in any case, the following rates :

If the officer has served during ten years, and less than eleven years, ten-fiftieths of such average salary ; if he has served during eleven and less than twelve years, eleven-fiftieths of such average salary ;

And so on, adding one-fiftieth of such average salary for every additional year of service, for which he has paid the stoppages ; but no grant shall be allowed for any service over thirty-five years.

2242—The average salary of officers of primary instruction shall not, for the purposes of this chapter, exceed the sum of fifteen hundred dollars.

2243—After ten years' service, every officer, what-

ever be his age, may receive a pension when a serious injury, or enfeebled health, renders it impossible for him to continue such service, provided such accident or ill-health has not arisen through any conduct forbidden by law or against good morals.

2260—In order to provide for the above-mentioned pensions :

1. A reduction or stoppage is made from the salary of each teacher at the rate of two per cent per annum ;

2. A stoppage of two per cent. is made yearly on the amount of the pension paid to each officer ;

3. A stoppage of two per cent. is made annually out of the common school fund, as well as out of that portion of the superior education fund, appropriated to the support of institutions managed or directed by officers of primary instruction ;

4. An annual grant of one thousand dollars is allowed by the Government of the Province.

2267—The superintendent retains half-yearly, out of the grant payable to each municipality or normal school, or out of the salaries paid directly by the department of public instruction, the sums necessary to pay the stoppages out of the salary of each officer of primary instruction ; and the school authorities are authorized to deduct out of the salaries of such officers the amount retained by the superintendent.

2281—The pension fund for officers of primary instruction is administered by a commission composed of the superintendent of public instruction, as president, and of four delegates appointed as follows :—one by the convention of Roman Catholic teachers in Montreal, one by the convention of Roman Catholic teachers in Quebec, and two by the Provincial Association of Protestant Teachers.

These delegates remain in office until they are replaced by those who appointed them.

2282—The administrative commission determines all questions connected with the pension fund and pensioners, and its decision is final.

The delegates are not paid for their services, but their travelling expenses are paid out of the pension fund.

MISCELLANEOUS PROVISIONS.

Public Notices.

1869—The publication of a public notice for school purposes is made by posting up a copy of such notice at two different places in the municipality from time to time, indicated by resolution of the school corporation.

In default of localities indicated by the school corporation, the public notice must be posted upon, or near, the principal door of at least one place of public worship, if any there be, and at some other place of public resort in such municipality.

In either case, if there is a Roman Catholic church in the municipality, the notice must be posted upon or near the principal door of such church.

1870—The school corporation may also, by resolution, fix one or more localities in the municipality, or in a neighboring city, town, or village municipality, if such city, town, or village municipality forms part of the same parish or of the same township, in which any public notice must be read aloud, in a distinct manner, on the Sunday next following the day on which the same was published, at the close of divine service, if such service has been held.

The omission to read such notice does not invalidate the publication of the notice, but the persons who were bound, or who undertook to read it, thereby incur a penalty of not less than two or more than ten dollars.

1873—Every public notice convening any public meeting, or for any object whatever, must be given and published seven clear days before the day appointed for such meeting or other proceeding, except in cases otherwise provided for.

Holidays in Schools.

1878—Saturday is a holiday in every school under the control of commissioners or trustees, unless a regulation to the contrary be adopted by the commissioners or trustees, and approved by the superintendent; but such regulation may at any time be repealed by the superintendent, or by the commissioners or trustees, after notice duly given by the latter to the superintendent.

The Roman Catholic and Protestant committee may, with the approval of the Lieutenant-Governor in Council, fix the other holidays in the schools under their respective control.

Fines and Penalties.

2193—Every person duly called upon to accept any office or perform any functions under this law, who refuses to accept or neglects to perform the same, or who, in any way, wilfully contravenes the provisions of this law, incurs thereby for each such offence, whether of commission or omission, a penalty of not less than five dollars, or more than ten dollars, according to the gravity of the offence, in the discretion of the court or authority having cognizance thereof.

2197—Every person who, voluntarily and intentionally, troubles, disturbs, or interrupts any school or educational institution, by indecent, improper, or injurious expressions or conduct, or by making any

noise in or near such school or educational institution, so as to disturb the classes or the school, shall, upon summary conviction before at least two justices of the peace, be condemned to a fine not exceeding twenty dollars and costs, upon the deposition of one credible witness.

Such fine belongs to the school commissioners, or trustees of the municipality, as the case may be, and shall be employed for the benefit and advancement of education in their municipality.

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AN OUTLINE
OF
SCHOOL ORGANIZATION.

SCHOOL ORGANIZATION.

“The teacher’s work in school naturally falls into three great divisions which, taken in logical order, are:—(1), ORGANIZATION; (2), DISCIPLINE; (3), TEACHING; and unless all three receive due attention the work is not likely to be performed with that efficiency, that economy of time and labor, both of the teacher and of the pupils, and that absence of friction which should characterise the operation of every good school.”

In these opening words of Landon, *School Organization* is rightly given first position in the teacher’s work; not merely because of its importance but because it is the first work which a teacher must set his hand to when he takes charge of a school.

The great object before every teacher is *efficient instruction or teaching*. In order to secure this there must be *good order* and *discipline*, and it is only in a well-organized school that good order can be maintained.

In addition, however, to being an important and necessary means to the great end of school work, the organization of the school has also a direct influence in moulding the characters of the pupils.

The proper organization of an ungraded school is a difficult matter. It taxes the powers of an experienced

teacher, and it is a serious problem for those who are entering upon the work for the first time. Many of the problems and difficulties which present themselves for solution in school life can be delayed and studied, or can be solved little by little as experience is gained. But this question of school organization presents itself for solution on the first morning of school. It cannot be delayed. A temporary solution must be found the first day and a permanent solution during the first week.

A badly organized school is a very difficult school to govern, and many failures in school management can be traced to defective organization. It is obvious, therefore, that *thorough organization* is an essential condition of success in teaching and deserves the serious attention of every candidate for a teacher's diploma.

SCHOOL ORGANIZATION includes everything that has to do with the machinery of the school. It is the orderly and systematic arrangement of all the elements which have to be considered in the management of a school.

The elements which require to be considered in the organization of a school are as follows:—(1), THE SCHOOL ROOM; (2), THE COURSE OF STUDY; (3), THE TEXT-BOOKS; (4), THE PUPILS; (5), THE TEACHER'S TIME AND THE PUPILS' TIME.

The subject of school organization will now be considered under these several heads.

The particular kind of organization adopted must of course vary, in many of its details, with the varying conditions of the schools. But any teacher who has mastered the principles which govern the proper organization of an ungraded elementary school will find little difficulty in applying these principles to any

other school. The ungraded elementary school will, therefore, be taken as our typical school in this chapter.

(1) THE SCHOOL ROOM.

The condition and arrangements of the school room have a very important influence upon the organization and management of a school. Although the teacher may have few opportunities of determining the arrangements of the school room, he should at least be familiar with the hygienic conditions requisite for the health and comfort of the pupils. For this purpose he should study, among other things, articles 119-146 of the Regulations of the Protestant Committee in order that he may understand clearly the influence of light, heat, ventilation, position, &c., upon the comfort and health of the pupils. Pupils are frequently restless and listless simply because of the unhealthy and uncomfortable conditions of the school room.

Teachers will consult their own interests as well as those of their pupils by giving special attention to the hygienic conditions under which they and their pupils are working.

METHODS OF SEATING.—In seating his pupils a teacher will require to take into consideration their size, class and sex. As a rule the boys and girls should be arranged on opposite sides of the room—the little ones in the front, the older ones in the rear—and members of the same grade or class as near together as possible. It should be clearly understood that the teacher determines the position of each pupil, and that he may change the position of a pupil at any time if he finds it desirable to do so.

MOVEMENTS IN THE SCHOOL ROOM.—All general movements of pupils should be made upon a uniform plan and in accordance with a recognized system of

signals. If a class is to be moved or the school is to be dismissed the movement should be made in accordance with certain signals. The signals should be few and simple. They should be given with the teacher's voice rather than with a bell. With the modulation of the voice they become more intelligible and effective. The following words of command will be found sufficient for all necessary school movements: 1. *Ready*. 2. *Stand up*. 3. *Right or left, or right about turn*. 4. *Quick march*. Omit No. 3 where it is not necessary for the pupils to turn before moving. If to these words of command you add the condition that a pupil must raise his hand and wait for permission before speaking to the teacher or answering a class question, you have a complete system of tactics for the average school. It is important that the same system should be followed by all teachers in order that no inconvenience may arise from a change of teachers.

(2) THE COURSE OF STUDY.

It is impossible to conduct a school as we understand it at present without taking the pupils over some course of study. It is necessary to take up certain subjects and certain portions of these subjects with each class in the school. When the work is arranged in a systematic and orderly manner it forms a course of study. A little reflection will convince any thoughtful person that the preparation of a satisfactory course of study is a matter of no little difficulty. The main object of the course of study is to secure a uniform development of the mental powers of the pupils, and to give practical information. A child's mental powers do not all develop at the same rate. Some require attention from the first day of school life and for the training of others we require to wait until a later

stage. Some of the school subjects naturally appeal to these earlier powers while others call into exercise those powers only which develop at a later stage in school life. In order to adapt a course of study to this progressive development of the child's powers, much careful consideration is required. For this reason the suggestions of successful and experienced teachers have been arranged in a systematic form as the authorized course of study and submitted for the guidance of the teachers in our elementary schools.

It is evident, therefore, that it is the wisdom and duty of all our teachers and specially of those who have had little or no experience, to lay aside personal preferences and to follow as closely as the conditions of their schools will permit the prescribed course of study. By following this course teachers will not only promote the best interests of their pupils but they will protect themselves against the unreasonable request of parents concerning school subjects. Many parents have had some experience in school teaching, and they will naturally feel that they have a right to urge their views upon the attention of the inexperienced teacher. If the teacher, however, adheres to the course of study as closely as possible he is able to defend his position. Parents no doubt have a right to determine what subjects their children shall study, and they may secure this through private-classes or private-tuition by paying for it. The public school, however, is based upon the idea that the children of a district require about the same kind of instruction : that parents by uniting upon a common course of instruction for their children can secure a good education at a moderate cost. It is evidently quite unfair for a parent, under these circumstances, to expect the teacher to provide a special course for his child to the disadvantage of the

other pupils. If a parent uses the public school he must take the common course provided.

(3) TEXT-BOOKS.

The text-book plays a very important part in our modern school life. These instruments of the teacher should be well adapted for the purposes which they are to serve. A list of books authorized for use in the schools of the Province is prepared from time to time by the Protestant Committee. From this authorized list, each school municipality is required to select one book or one graded set of books in each subject for use in the schools of the municipality. It is the teacher's duty on entering upon school work in a municipality to obtain from the secretary-treasurer a list of the text-books selected for use in the schools of the municipality and then to use these books to the exclusion of all others.

(4) THE PUPILS—CLASSIFICATION.

The pupils no doubt form the most important factor which the teacher has to deal with in school organization. In a school where the pupils' ages range from six to sixteen it is evident that they cannot all be dealt with at the same time. The teacher must divide the pupils into groups or classes so as to carry on the work to the best advantage.

CLASSIFICATION.—A class is a group of pupils capable of being instructed together and of benefiting to the largest extent by such instruction. The older schools adopted the individual method of teaching. The master remained at his desk and called up his pupils one by one to recite their lessons and to receive help while the rest of the pupils were otherwise engaged. The idea that ten children can be taught as well as

one if their attainments are about equal is a modern idea which now forms the basis of all school organization.

THE ADVANTAGES of a good classification are very obvious. It economizes the teacher's time by enabling him to deal with a number of pupils at the same time.

It increases the efficiency of the instruction, by enabling the teacher to take advantage of the sympathy of numbers in his work. It provides constant employment for all the pupils, either under the teacher's care or by themselves at their desks. This enables a teacher to control his classes so as to preserve order throughout the school.

DIFFICULTIES.—Although it may appear an easy matter to divide a school into groups, the work is attended with difficulties. The number of groups must be limited. Each group or class must be made as large as possible, or the teacher's time will be occupied with a large number of small classes. Each pupil must therefore be placed in one of three or four classes, whether his attainments exactly correspond with those of a particular class or not. The members of a class may have equal attainments when the class is formed, but as the work goes on some pupils make more progress than others and the members of the class soon develop marked differences in their attainments.

Then again, some pupils are much older and larger than others of the same attainments and these do not care to be placed in a junior class.

In the average district school there are generally two or three pupils who are far in advance of all other pupils and who seem to require a separate class for themselves.

These are a few of the difficulties which require to be met in the classification of a school. It is evident, therefore, that this work of classification is not only a

very important part, but also a very difficult part of the teacher's work. The efficiency of the school depends in a great measure upon proper classification.

THE TEACHER CLASSIFIES.—The course of study to be followed and the text-books to be used are prescribed for the teacher. But the teacher determines what particular part of the course each pupil shall follow and the particular text-book he shall use.

BASIS OF CLASSIFICATION.—The pupils should be divided into classes according to their *attainments* in the more important subjects of the courses of study. In the elementary grades these are *reading* (including spelling) and *arithmetic*. In addition to the actual attainments of the pupil his *ability* and in some cases, where there is great disparity between age and attainment, his *age* will require to be taken into consideration in order to secure a wise classification. Moreover, the careful teacher will consider the following points among others in classifying new pupils, Has the pupil ever attended school before? What does he actually know? Will his health stand the strain of severe work? Is he old enough to be pushed along rapidly? What are his home influences? These and many similar points will receive careful attention from the faithful teacher in determining doubtful cases.

ATTAINMENTS—HOW DETERMINED.—The experienced teacher finds it difficult to determine the true position of a pupil. It is always difficult to find out what a child knows, and this difficulty is greatly increased when the effort is made at the close of a long vacation when the child's knowledge has become clouded and indistinct.

In order to assist him in the important work of classifying his pupils the wise teacher naturally considers the representations of parents and pupils, the reports of the previous teacher and the results of

special examination of pupils which the teacher himself may institute.

The representations of parents and pupils should be carefully considered, bearing in mind the natural tendency to exaggeration in such cases. The teacher should, however, depend chiefly upon the arrangement made by the preceding teacher in making up his classes. The old classification should stand unless there are some very special reasons for departing from it. To decide special cases and in placing new pupils the teacher will require to make a special examination himself.

METHODS OF CLASSIFICATION.—There are two main methods of classifying a school, called the *manifold* and the *single*. In the manifold classification the school is rearranged in different groups for each of the main subjects of the school course. A pupil may be in the first class in one subject and in the third class in another. This method secures a careful adaptation of each pupil's attainments to the course of study; but it has some serious disadvantages. It makes the organization of the school noisy, complicated and inconvenient. It encourages a pupil in his likes and dislikes for particular subjects, instead of providing for uniform development of his mental powers. Then, again, under this method pupils are content to take a low position in some subjects, on the ground that they stand well in other subjects. These disadvantages have led to the adoption of the *single system* of classification in nearly all elementary schools. According to this system there is one set of classes for all the subjects of the course. A pupil who is in the first class in one subject is in the first class in all subjects. This simple method prevents one-sided development and secures for all subjects a proper share of attention from each pupil. This single system of classification should be carried

out in all our schools, due allowance being made for special cases which call for treatment from time to time.

NUMBER OF CLASSES.—The number of groups or classes into which a school is divided has an important influence upon its efficiency. If the pupils form one class each pupil is associated with the teacher all the time. If the school consists of two classes each pupil is associated with the teacher half the time. When there are three or four classes each pupil gets a third or a fourth of the teacher's time. As the number of classes increases the efficiency of the school diminishes. We are bound therefore to make as few classes as possible in each school. The tendency of young and inexperienced teachers is to multiply classes in order to provide for variety of attainment in pupils. The serious effect which this has upon the efficiency of the school should therefore receive careful consideration. The school should be divided into as few classes as is consistent with good grading. As a rule *four classes* will be found sufficient for the average elementary school, and the teacher should endeavor to restrict his classes to this number.

(5) TIME OF TEACHER AND PUPILS.

When a teacher has divided his school into classes and has his course of study before him he is ready to take up the active work of teaching. But a number of practical questions at once present themselves for solution. How much time shall he give to each subject of the course of study? How long should the lessons be? Should each subject be taken up every day? Should the senior or junior classes be called up first? What subjects should be taken in the morning and what subjects in the afternoon? While engaged

with one class how am I to keep the other classes of the school occupied? These and many similar questions require to be solved before the teacher can carry on his work to good advantage. The teacher evidently requires to prepare a written form giving in detail the work actually done in school by each class—the order in which it is done and the time devoted to each exercise. Such a form is called a *Time-Table* and it is an essential part of the machinery of every school.

THE TIME-TABLE.—The school regulations provide that each teacher is “to prepare and keep in a conspicuous place in the schoolroom for the guidance of teacher and pupils a time-table showing the order of exercises for each class for each day in the week, and the time devoted to each exercise per day.”

School inspectors are also required to examine the time-table in each school and to ascertain whether it is judiciously framed or not. It is evident, therefore, that great importance is attached to this written form of school work.

ADVANTAGES.—A good time-table confers great benefits both upon teacher and pupils. It relieves the teacher of the necessity of deciding at every step what is to follow next and leaves him at liberty to devote his whole thought to the work in which he is engaged. It settles the limits within which the teacher must carry through definite portions of his work. It prevents confusion at change of lessons and, by providing regular and constant employment for each class, it is a powerful aid to discipline.

The advantages to the pupils are equally important. A good time-table secures regular instruction in each of the branches of the school course. The relative importance of the several subjects is recognized and the time distributed accordingly. The lessons are so arranged that the chief exercise is laid upon the differ-

ent mental faculties in turn. The most suitable time is selected for each kind of work.

The time-table has also a moral value for the pupils. By working under a definite system the pupils develop habits of order. As they must prepare their lessons at a definite time or not at all the habit of industry is cultivated. Such a regulated order of work teaches the value of time and the importance of punctuality. As teacher and pupils are held to close each section of work at a definite time, the honor due to law is illustrated. As the teacher must leave one class to attend to another at a definite time, respect for the rights of others is inculcated. The advantages and influences of the time-table are therefore very important both to teachers and pupils. There is perhaps no better test of the teacher's efficiency than the character of the time-table he prepares for the use of his school.

PREPARATION OF A TIME-TABLE.—A time-table is the written form of work actually done in each class of a school, the order in which it is done, and the time devoted to each exercise. It shows how the subjects follow one another in the day's exercises, the length of each lesson and the number of lessons to be given daily or weekly in each subject.

As the work of each class consists of *instruction* by the teacher, *preparation* by the pupils and *reproduction*, written or oral, this *threefold* character of the work must come out clearly in the time-table.

TABULAR FORM.—A time-table is usually arranged in tabular form, one column being given to each class in the school. There should, therefore, be as many columns in the time-table as there are classes in the school. The time-table for the average district school with four classes should consist of four columns. A time-table for such a school is sometimes arranged in a single column showing only *the work taken by the*

teacher with each class. This is a teacher's time-table; but it omits the most difficult part of a school time-table, namely, the wise and judicious arrangement of constant employment for the whole school while the teacher is occupied with particular classes. This divided and varied character of the school is the weak point of the *ungraded* school. It requires all the skill and thoughtful arrangement of the experienced teacher to employ profitably the three-fourths of the school time during which pupils of each class must work by themselves while the teacher is engaged with other classes. The efficiency of a school depends upon a wise arrangement of the pupils' time rather than upon the arrangement of the teacher's time. A satisfactory time-table must therefore consist of as many columns as there are classes in the school, and it must show not only what the teacher is doing but also what each class is doing at every lesson during the day.

LENGTH OF LESSONS.—Under ordinary circumstances half-hour lessons are considered short enough for successful work. But in those schools where a teacher has a large number of small classes fifteen minutes will be found a more convenient lesson period and where a longer time is necessary the period can be doubled. At the rate of five hours per day this will give $(6 \times 5 \times 4)$ 120 lesson periods per week for each class.

DAILY OR WEEKLY TIME-TABLE.—In some cases the school work is so arranged that the time-table is the same for each day in the week. It will be found more convenient, however, to arrange the work so as to have the same morning time-table throughout the week but three different orders for the afternoons. One for Monday and Wednesday afternoons—another for Tuesday and Thursday afternoons and a third for Friday afternoon.

DISTRIBUTION OF THE TEACHER'S TIME.—The teacher

has one hundred and twenty available lesson periods to distribute among the four classes of his school each week. The junior classes have fewer subjects than the seniors, but they are more dependent upon the help of the teacher. The senior classes have more subjects, but they can work independently without the presence of the teacher. It seems fair therefore to say that the teacher's available lesson periods (120) should be distributed about equally among the four classes, giving about thirty lesson periods to each class per week. By uniting classes for occasional lessons, and by taking the whole school together in writing, singing, drawing, etc., the teacher is able to gain a certain number of additional lesson periods to be distributed among the classes.

Of the one hundred and twenty weekly lesson periods, twenty (or four each day), will be occupied with Scripture teaching and recesses. In the two lower grades or classes it is desirable to shorten the afternoon session by two lesson periods and in the lowest class two additional recesses daily are desirable.

The lesson periods available for each grade after making these deductions are as follows:—

<i>Grade I.</i>	<i>Grade II.</i>	<i>Grade III.</i>	<i>Grade IV.</i>
80	90	100	100

In order to distribute these lesson periods to the best advantage over the several subjects of the respective grades it will be necessary to consider, with much care, the relative importance of the different subjects and the requirements of the pupils in the several grades.

The following arrangement is suggested as fairly meeting the requirements of the case:—

<i>Subjects.</i>	<i>Grade I.</i>	<i>Grade II.</i>	<i>Grade III.</i>	<i>Grade IV.</i>
English.....	45	50	40	40
Writing.	5	10	10	10
Arithmetic.....	20	20	20	20
Geography.....	2	2	4	4
History.....	..	..	4	4

<i>Subjects.</i>	<i>Grade I.</i>	<i>Grade II.</i>	<i>Grade III.</i>	<i>Grade IV.</i>
Drawing	3	3	2	2
Obj. Lessons	3	3	3	.
French	2	2	2	2
Gen. Ex. ....	..	..	4	4
Study .....	..	.	6	3
Examination .....	..	...	5	5
	<hr/>	<hr/>	<hr/>	<hr/>
Totals	80	90	100	100

It is not held that this is the only distribution of the pupils' time, nor that it is the best; but it is one which, with slight modifications, will work satisfactorily in the average ungraded school.

In order to arrange these lesson periods so as to form a time-table in tabular form which will indicate the exact order and time of each lesson period in each class throughout a week, much time and care must be expended and many trials made.

The following specimen time-table has been prepared as a guide to teachers in laying out one for their respective schools. It is not supposed that this time-table will satisfy the requirements of any particular school; but it serves to illustrate how the principles enunciated in the foregoing paragraphs may be carried out into a working time-table. In order to understand this time-table it is necessary to observe :

- (1) That the names of classes taken by the teacher are printed in italics; that all other classes are at work at their desks;
- (2) That in writing, arithmetic and drawing, the whole school work together, while the teacher gives his time to particular classes or to individuals as the case may require;
- (3) That in certain lessons two classes are taken together; (the third class may occasionally read with the second book class to advantage);
- (4) That two spelling lessons can be heard at the same time if taken as dictation.

SPECIMEN TIME-TABLE FOR

MONDAY, TUESDAY, WEDNESDAY, THURSDAY AND FRIDAY, A.M.

HOURS.	GRADE I.	GRADE II.	GRADE III.	GRADE IV.
9.00— 9.10	Opening exercises, including Bible Reading, Prayer, Hymn.			
9.10— 9.30	Instruction in Morals and Scripture History. [1]			
9.30— 8.45	Study reading.	Study reading.	Study reading.	<i>Reading.</i>
9.45—10.00	Write words.	Write words.	<i>Reading.</i>	[3] Study.
10.00—10.15	Recess.	<i>Reading.</i>	[2] Study.	Study.
10.15—10.30	<i>Reading.</i>	<i>Writing.</i>	<i>Writing.</i>	<i>Writing.</i>
10.30—10.45	<i>Writing.</i>	<i>Writing.</i>	<i>Writing.</i>	<i>Writing.</i>
10.45—11.00	Recess.	Recess.	Recess.	Recess.
11.00—11.15	Write figures.	<i>Reading.</i>	<i>Reading.</i>	Study reading.
11.15—11.30	<i>Reading.</i>	Write substance of reading and spelling.		
11.30—11.45	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>
11.45—12.00	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>

MONDAY AND WEDNESDAY, P.M.

1.00—1.15	Study reading.	Copy spelling.	Copy spelling.	<i>Reading.</i>
1.15—1.30	<i>Reading.</i>	Study reading.	Copy spelling.	Write out subject matter of
1.30—1.45	Copy words.	<i>Reading.</i>	<i>Reading.</i>	Reading lesson.
1.45—2.00	Recess.	Write tables.	Write tables.	<i>Examine work.</i>
2.00—2.15	Drawing.	Drawing.	<i>History.</i>	<i>History.</i>
2.15—2.30	<i>Geography.</i>	<i>Geography.</i>	History.	History.
2.30—2.45	Recess.	Recess.	Recess.	Recess.
2.45—3.00	Copy tables.	Gen. exercise.	Gen. exercise.	Grammar.
3.00—3.15	<i>Spelling.</i>	<i>Spelling.</i>	Arithmetic.	Arithmetic.
3.15—3.30	<i>French.</i>	<i>French.</i>	Arithmetic.	Arithmetic.
3.30—3.45	-----	-----	<i>Spelling.</i>	<i>Spelling.</i>
3.45—4.00	-----	-----	<i>French.</i>	<i>French.</i>

[1] Morals on Monday and Wednesday, Scripture History on Tuesday and Thurs

[2] History on Monday and Wednesday, Geography on Tuesday and Thursday,

[3] History and Grammar on Monday and Wednesday, Geography and English

AN UNGRADED SCHOOL.

TUESDAY AND THURSDAY, P.M.

HOURS.	GRADE I.	GRADE II.	GRADE III.	GRADE IV.
1.00—1.15	Study reading.	Copy spelling.	Copy spelling.	<i>Reading.</i>
1.15—1.30	<i>Reading.</i>	Study reading.	Copy spelling.	Write a letter.
1.30—1.45	Copy lesson.	<i>Reading.</i>	Write tables.	Write a letter.
1.45—2.00	Recess.	Write tables.	<i>English.</i>	<i>English.</i>
2.00—2.15	<i>English.</i>	<i>English.</i>	English.	English.
2.15—2.30	English.	English.	<i>Reading.</i>	English.
2.30—2.45	Recess.	Recess.	Recess.	Recess.
2.45—3.00	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>
3.00—3.15	<i>Spelling.</i>	<i>Spelling.</i>	Arithmetic.	Arithmetic.
3.15—3.30	<i>Object Lesson.</i>	<i>Object lesson.</i>	Map drawing.	Map drawing.
3.30—3.45	-----	-----	<i>Geography.</i>	<i>Geography.</i>
3.45—4.00	-----	-----	<i>Spelling.</i>	<i>Spelling.</i>

FRIDAY, P.M.

1.00—1.15	Study reading.	Study reading.	<i>Reading.</i>	<i>Reading.</i>
1.15—1.30	<i>Reading.</i>	Study reading.		
1.30—1.45	Write words.	<i>Reading.</i>		
1.45—2.00	<i>Object lesson.</i>	Copy lesson.	Examination.	Examination.
2.00—2.15	<i>Spelling.</i>	<i>Spelling.</i>		
2.15—2.30	<i>Mental Arithmetic.</i>			
2.30—2.45	Recess.	Recess.	Recess.	Recess.
2.45—3.00	Write figures or tables.	<i>Object lesson.</i>	<i>Object lesson.</i>	Gen. exercise.
3.00—3.15	<i>Drawing.</i>	<i>Drawing.</i>	<i>Drawing.</i>	<i>Drawing.</i>
3.15—3.30	<i>Drawing.</i>	<i>Drawing.</i>	<i>Drawing.</i>	<i>Drawing.</i>
3.30—3.45	-----	-----	<i>Parts of Speech.</i>	Parsing.
3.45—4.00	-----	-----	Study.	<i>Grammar.</i>

day, Physiology and Hygiene on Friday.

Examination on Friday.

on Tuesday and Thursday. Grammar and Examination on Friday.

THE FIRST DAY OF SCHOOL.

There is no other day in the school year that exercises so great an influence upon the teacher's work as the first day of school. The impression which the teacher makes during the first day remains for good or for evil throughout the term. It is generally admitted that the work of the first day is as *difficult* as it is *important*. Let us enquire what the circumstances are which render this work so difficult, and then let us try as far as possible to meet and overcome these difficulties.

The difficulties which present themselves to a teacher on the first school day arise (1) from the lack of information concerning the attainments and names of the pupils ;

(2) From a lack of the necessary books and materials for giving the pupils constant employment throughout the day ;

(3) From the lack of a definite plan of work for the whole day.

It is the duty of the teacher to anticipate these difficulties, and, as far as possible, to provide means of meeting them.

PREVIOUS KNOWLEDGE.—It is important that the teacher should go to his first day's work furnished with all the information he can possibly gain concerning the schoolhouse, the pupils and their previous progress. For this purpose he may visit the schoolhouse and district before opening his school; but his most important source of information is the *previous teacher* of the school. He should consult with the teacher and obtain a copy of the time-table used. Moreover, each teacher should leave behind him, in permanent form, such records of his school as will give his successor fairly complete information concerning the pupils and their standing.

Another inconvenience which the teacher feels during the first few days in a new school arises from his not being able to call the pupils by name. In order to minimize this difficulty, which seriously interferes with the teacher's power of control, the following plan is recommended:—Draw a plan of the school-room, showing the position of each desk; write on each desk represented the name of the pupil occupying it. By keeping this plan open on the teacher's desk the teacher can readily refer to any pupil in the room by name.

NECESSARY MATERIALS FOR WORK.—Many pupils come to school the first day without the necessary books, slates, pencils, etc., and the teacher finds it almost impossible to provide suitable and constant employment for his pupils. This is, perhaps, the chief difficulty of the first days of school, and the teacher should bend all his energies to reduce it to its lowest terms. Success or failure here will have its influence upon the whole term of school. The teacher can well afford to expend not only time and energy but also a little money in meeting this difficulty. Let us take a very unfavorable case. A schoolhouse without blackboard; several children without slates; several children without pencils; some children without books. What preparation can a teacher make to meet the requirements of such a case. In order to meet these difficulties successfully it is evident that the teacher must take with him some inexpensive material with which to tide over the first day or two. He will require a dozen slate pencils, a dozen lead pencils, two or three quires of common brown paper to be used as slates, and two or three sheets of large manilla paper to serve the purpose of a temporary blackboard. These large sheets can be covered beforehand with a series of examples in the simple rules, in simple fractions, &c., in large figures which may be seen by the children. As soon as

the school is open these sheets can be hung up where they can be seen, and all the pupils can be directed to begin with the simplest examples and continue the work as far as they can. There may also be a line of letters or figures for the youngest to copy, so that the energies of all may be employed. Then the pencils and brown paper can be distributed to those who are not provided with the necessary materials, and so all can be quietly engaged in written work within a few minutes of the opening of the school. The importance of some careful provision for such difficulties cannot be overestimated.

As soon as the pupils are all employed the teacher may go round quietly and take the names of all the pupils, writing each name in the appropriate place on the plan of the room.

PLAN OF WORK.—The teacher should have a carefully prepared plan of work for the first day which will give constant employment to all the pupils for that day, whatever the composition of the school may prove to be. It will never do for the teacher to stop on the first day and consider what is to be done next. The work for the day must be laid out in general terms and the plan adopted must be carefully followed. This plan may well include, among other items, more than the regular number of recesses and several drills in the school tactics which are to be used. The teacher will find a small hand-bell very helpful for calling pupils to order.

MISCELLANEOUS.—The teacher should always be punctual in his attendance; but on the first days he should be at the school some time before the hour for opening to receive the pupils and, by his presence, to check mischief and disorder which might otherwise occur. The opening exercises should consist of one or two verses of a hymn, a few verses from the Bible, the

Lord's Prayer, followed by a few words of welcome from the teacher. The pupils should be required to stand at prayers as they are more easily controlled in this position than when kneeling. The pupils should then be arranged in their seats according to the classification of the preceding teacher with the understanding that the arrangement is temporary. The work prepared should be given to them and the necessary materials distributed to those who need it. The names of pupils should then be taken in the manner already indicated and the classes called up in turn for reading, arithmetic, etc., according to the programme prepared. There is nothing that will impress the children more than the ability of the teacher to give the whole school suitable and constant employment throughout the first day. And the teacher who feels that he has a workable plan for the first day of school will enter upon his new field of labor with more confidence and energy and with better chances of success.



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